



Love Lane Primary School

Inspection Report

Unique Reference Number 118174
LEA Isle of Wight LEA
Inspection number 280254
Inspection dates 9 May 2006 to 10 May 2006
Reporting inspector Andrew Olive

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

Type of school	Primary	School address	Love Lane
School category	Community		Cowes
Age range of pupils	4 to 9		PO31 7ET
Gender of pupils	Mixed	Telephone number	01983293233
Number on roll	147	Fax number	01983293233
Appropriate authority	The governing body	Chair of governors	Mrs Helen Goddard
Date of previous inspection	22 March 2004	Headteacher	Mr Stephen Bartlett

Age group 4 to 9	Inspection dates 9 May 2006 - 10 May 2006	Inspection number 280254
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Introduction

The inspection was carried out by an Additional Inspector and one of Her Majesty's Inspectors.

Description of the school

Love Lane Primary School is a small primary school with pupils aged 4 to 9. Almost all are from White British backgrounds and very few speak English as an additional language. A quarter of the pupils are entitled to free school meals, which is above average. The percentage of pupils who have learning difficulties and disabilities is broadly in line with other schools. The school has a small unit for pupils from across the island with speech and language difficulties.

When the school was last inspected in March 2004, it was judged to have serious weaknesses.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Love Lane Primary is a rapidly improving school, providing a satisfactory standard of education with some features that are good. The main platform for the school improvement is the outstanding leadership of the headteacher. As one parent puts it, 'The headteacher has brought a refreshing, energetic buzz that has rippled throughout the whole school.' He is very well supported by the senior team. The quality of the school's self-evaluation is strong: its detailed analysis of previous weaknesses and the subsequent actions taken over the past two years have led to considerable improvements in all aspects of the school's provision. The school now offers sound value for money and its capacity to improve further is secure. The leadership skills of other staff are beginning to be developed as they manage specific improvement projects though they are not responsible for implementing initiatives and monitoring and evaluating their success over the longer term.

The quality of teaching and learning is good overall though, as the school recognises, there is inconsistency. Standards remain below average. However, teachers' rising expectations of what the pupils can achieve and improvements in the quality of teaching enable the pupils to make good progress in the majority of lessons seen, although progress overall is satisfactory. Assessment data is used to effectively track progress in reading, writing and mathematics and staff respond positively to gaps in the pupils learning by adapting the curriculum and providing additional support. Intervention approaches need to be regularly reviewed as the pupils catch up on previous underachievement. The curriculum is satisfactory though planning for the development of skills in subjects other than English and mathematics needs to make clearer the skills to be taught in each year group.

The pupils are happy, enjoy their learning and are pleased to be at school. This view is strongly endorsed by the parents who appreciate the school's welcoming manner.

What the school should do to improve further

- Develop the leadership and management roles of teachers through giving greater opportunities to implement, monitor and evaluate improvements over the longer term.
- Improve teaching and learning across the school to that of the best.
- Ensure that long term plans for pupils learning are properly structured in all subjects of the National Curriculum.

Achievement and standards

Grade: 3

The pupils join the reception year with attainment below the level normally found for children of this age especially in literacy and numeracy. The secure environment, good relations and improving provision enable them to make satisfactory progress in their first year at school.

Overall, the results of the 2005 national tests in Year 2 were still significantly below the national average, though, the gap between the school's and the national results continues to narrow. The school's internal assessments and inspectors observations suggest current standards in Year 2 are close to the national average. Results in writing improved throughout the school last year; this has been a key target in the school's improvement and indicates the success of the initiatives.

Standards across the school are rising as good teaching is enabling pupils to make good progress in many lessons. This is particularly the case in Years 3 and 4, where many pupils are making up for previous underachievement. The use of assessment data to inform teaching was a weakness at the time of the last inspection. It is now good in reading, writing and mathematics, though has yet to be extended to other subjects. For example, the analysis of reading results throughout the school suggested higher attaining pupils should be doing better. The school responded positively to this, planning intervention groups and, in Key Stage 2, revising its teaching of literacy. Consequently, standards have risen. While these systems have been effective in improving progress, the school recognises there is still some way to go until all pupils achieve as well as they could.

Pupils with learning difficulties and disabilities, including those pupils in the speech and language unit, make good progress towards their targets as their needs are very well defined and their progress is carefully monitored. In some cases pupils have made sufficient progress in overcoming their difficulties that they no longer require the specialist support of the speech and Language unit, and have been placed back into their local mainstream school.

Personal development and well-being

Grade: 3

The pupils are polite and friendly and they enjoy coming to school. They demonstrate good attitudes and the vast majority behave well in lessons and around the school. The improved teaching and curriculum have also helped behaviour as the pupils usually find lessons interesting. As one pupil commented, 'there's good teaching that makes us learn'. Attendance continues to improve though it is still slightly below average as too many parents take holidays through term time.

The pupils' spiritual awareness is satisfactory as the introduction of circle time and school assemblies encourage pupils to reflect and think about their world. The school promotes moral development well. Cultural development is supported by a variety of visitors, particularly in music, though needs to be planned more widely across the curriculum. The school promotes healthy lifestyles, providing fruit and water and encouraging pupils to take part in sporting activities. However, it does not know what proportion of pupils takes part. Through opportunities such as involvement in local carnivals and the school council, pupils have opportunities to make a positive contribution to the community.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall, though there is some inconsistency. However, the school monitors teaching thoroughly and is very aware of what needs to be improved. The helpful feedback provided enables teachers to improve their classroom practice further.

Lessons are planned well and teachers ensure the pupils know what they are going to do and learn. Resources are chosen thoughtfully to stimulate the pupils' interest and information and communication technology (ICT) is used to motivate the pupils effectively. Teachers ensure all the pupils are fully involved in the lessons very effectively, including pupils with learning difficulties and disabilities. Teachers make their expectations of behaviour clear leading to well ordered classrooms and a good working atmosphere. Teaching assistants support the pupils with additional needs well, enabling them to be successful. In the best lessons, the teachers cater for the wide range of the pupils' needs very well, gauge their understanding through perceptive questioning and then adapt the lesson accordingly. In the less successful lessons, the work does not fully extend the more able pupils.

Curriculum and other activities

Grade: 3

The curriculum is suitably broad and balanced. There are appropriate links between subjects and, rightly, the teachers are looking to build on these and introduce enrichment opportunities to bring a greater relevance to the curriculum. However, although the 'topic' approach is appreciated by pupils, current long term planning within each subject lacks the necessary rigour to ensure that learning builds steadily in demand and complexity. Satisfactory progress is being made in promoting pupils' literacy skills across the curriculum. Links with the local sports college and a range of extra-curricular activities and visits, including a residential trip, contribute to the pupils' enjoyment and achievement.

The pupils in the speech and language unit are regularly taught in mainstream classes, receiving appropriate work and good support. When working in the unit, tailor-made work is carefully matched to the individual. Consequently, they make good progress. Monitoring records show that by the time that pupils leave the school, some of them are reaching levels that are close to or inline with the national average.

Care, guidance and support

Grade: 2

The school provides a safe and caring environment in which pupils can enjoy their education. Relationships between the pupils and teachers are warm and contribute to the positive ethos of the school. Teachers and other members of staff are evidently

committed to pupils' welfare; pupils know that they can talk to adults if they have any concerns. The behaviour and anti-bullying policies are implemented consistently and health and safety and child protection procedures are clear. Pupils with learning difficulties and disabilities receive good levels of care. The school has established links with a wide range of outside agencies to provide effective support for vulnerable children.

Individual targets in literacy and numeracy ensure pupils are very clear of what they need to do to improve. Targets are regularly referred to by staff and enable the pupils to take greater responsibility for their own improvement. At its best, the marking of the pupils' books provides good guidance on how pupils could improve their work and actively involves the pupils, which they appreciate.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has very high expectations and a clear view about where the school is heading and has conveyed these messages to the staff, ensuring a school-wide determination to achieve improvements. The leadership team monitor and evaluate thoroughly and to positive effect. School improvement projects are rightly given to teachers to implement, developing their leadership and management skills. However, no teacher has the responsibility of leading an area or subject over a longer period of time, inhibiting the development of these important skills.

At the time of the last inspection, the leadership of the speech and language unit was unsatisfactory. It is now good. The inclusions manager has a secure understanding of the strengths and areas of provision the unit needs to develop; for example, she is working hard to ensure the needs of the part-time pupils are fully understood and catered for by all the class teachers.

Governors have a good understanding of the strategic development of the school and are much better placed to hold the school to account because of their improved monitoring. For example, helpful reports are provided on specific issues while many governors are regular visitors to the school.

The school is working hard to build effective links with parents. The parents' forum has provided a useful arena for parents to have an influence over aspects of the school; for example, the revision of the school prospectus. Effective links with partner schools and the local authority have supported the school in improving provision. Relations with the pre-school and middle school are developing with a focus on improving transfer arrangements for the pupils.

The effective systems which have been put into place, the rapid improvement, and the determination and commitment of the staff place the school in a good position to improve further.

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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?	3	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?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	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?	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	3	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

Children

Thank you for welcoming us so warmly during our visit to your school. We enjoyed talking to you, looking at your work and seeing your lessons. We were very pleased to see how much you enjoy your work and how keen you are to learn. Your school has improved a lot and all the staff have worked really hard to make this happen.

These are some of the things we thought were good: • Your school is a happy place in which to learn because you get on well with each other and with the adults in school. • You work hard and are making better progress in lessons because your teachers plan work which is enjoyable and just hard enough. • Your teachers know how well you are doing and provide helpful targets so you know what you need to improve. • Most of you behave well in lessons, in assemblies and around the school and play sensibly outside. • You know how to keep yourself healthy and safe and why you should exercise. You also know about eating food that is good for you. • You have a number of school clubs which sound like fun, go on some great visits and have interesting visitors to help you learn. • Your excellent headteacher, staff and governors are clear about what needs to be done to improve the school and make sure you learn as well as you can.

Although your school has improved, these are some things it could do better: • All your teachers need to lead areas of school improvement so they are responsible for certain parts of the school's performance. • Although you work hard, you could do even better at reading, writing and mathematics. Your teachers need to carry on checking how well you are learning, suggesting improvements when necessary. • All the lessons should be as good as the best ones. This would mean that you could all make even better progress and learn even more. • Some subjects need to be planned more carefully so the teachers know exactly what you should be learning, particularly in subjects other than literacy and numeracy.

Yours sincerely

Andrew Olive

Her Majesty's Inspector