

# Lane End Primary School

## Inspection report

---

<b>Unique Reference Number</b>	106097
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	309026
<b>Inspection dates</b>	16–17 October 2007
<b>Reporting inspector</b>	Derek Aitken

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C Northrop
<b>Headteacher</b>	Mr James Twigg
<b>Date of previous school inspection</b>	7 April 2003
<b>School address</b>	Ramillies Avenue Cheadle Hulme Cheadle Cheshire SK8 7AL
<b>Telephone number</b>	0161 485 8071
<b>Fax number</b>	0161 485 8938

---

<b>Age group</b>	5–11
<b>Inspection dates</b>	16–17 October 2007
<b>Inspection number</b>	309026

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized primary school is situated in a residential area near the centre of town. Pupils come from a variety of backgrounds, but their social and economic circumstances are generally favourable. Most pupils are White British and no pupil is at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The majority of children join Reception having attended a nursery or similar pre-school setting. The headteacher was appointed from the post of deputy headteacher in the school in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This school modestly judged itself to be outstanding in only one aspect of its work – pupils' personal development. Inspectors, however, judge it to be excellent in all aspects, including the Foundation Stage, and so endorse the views held by the vast majority of parents.

Within an overarching commitment to develop the whole child, the school is highly focused on ensuring all pupils achieve as well as they can. It directs its resources astutely to ensure all do so. Pupils take great enjoyment in their education because outstanding teaching ensures that the work they receive inspires and challenges them to learn. This factor, combined with an innovative curriculum, helps them to achieve high standards in all subjects, including English, mathematics and science. Writing skills have improved because pupils have better opportunities to review the quality of their work. The curriculum provides excellent opportunities for pupils to develop their knowledge, skills and understanding. A wide range of out of school activities enriches pupils' experience and contributes significantly to their learning and personal development. The curriculum also ensures pupils are well informed about healthy lifestyles and how to stay safe and this is reflected in the good choices and decisions they make.

Pupils respond well to teachers' high expectations and they develop well into confident and considerate young people. They acquire the essential qualities of independence and the skills to cooperate with each other because these aspects of their development are fully emphasised in lessons and other activities, such as singing sessions. They demonstrate their sense of community by readily volunteering to take on a wide range of tasks and responsibilities, which they perform particularly well.

Pupils' progress is very closely monitored and programmes are implemented swiftly to support pupils with learning difficulties and/or disabilities and others who would benefit from extra help. Teachers work very closely with teaching assistants to ensure support is of high quality. The success of these actions is reflected in the excellent progress made by these pupils, similar to that made by other groups.

The school makes very good use of partnerships with a wide range of organisations to enhance the curriculum and levels of care provided.

A key factor of the success of the school is its outstanding leadership and management. The headteacher's strategic vision and pursuit of excellence provides a strong steer for all staff. They share and act on the high expectations very well. Leadership is particularly effective in developing and capitalising on the expertise and interests of the staff to improve outcomes for the pupils. The headteacher, staff and governors are continually looking for ways to improve the high quality of education provided. The school has taken considerable strides since its previous inspection and is very well placed for further improvement. It provides excellent value for money.

## Effectiveness of the Foundation Stage

### Grade: 1

The Foundation Stage provides an excellent education for the children. On entry to Reception, children's skills and knowledge are broadly at the level expected nationally for four-year-olds. A well planned range of exciting activities, combined with a high level of care, ensures children settle quickly and develop a real enjoyment of learning. Very good opportunities to exercise choice in activities help them grow in confidence and develop strong independent qualities.

Excellent teaching and a high standard of support from other adults ensure they receive a very good grounding in basic skills. They make excellent progress in their learning, so that by the time the children join Year 1, the vast majority achieve nearly all the early learning goals, and many exceed them. Arrangements for recording children's skills and progress are very thorough and assessment information is used very effectively to target support when children need extra help. Well established links with parents contribute to the progress children make, especially in supporting early reading. The Foundation Stage Manager provides very strong leadership to build on the existing high quality of education. For example, the introduction of a fun scheme to teach children their letter sounds is helping children improve, even more quickly, their knowledge of early letters.

### **What the school should do to improve further**

- This outstanding school knows itself very well and is already taking the steps it has identified to make it even better. As a result, no issues for improvement are raised.

## **Achievement and standards**

### **Grade: 1**

Standards are above average when pupils join Year 1. Thereafter, pupils build very well on their prior attainment to reach exceptionally high standards by the end of Year 6 in English, mathematics and science and other subjects, for example, art, and design and technology. Standards are consistently high because the school analyses results in national tests exceptionally well to pinpoint and tackle areas of comparative weakness. For example, the school's focus on developing pupils' ability to assess their work critically has boosted their writing skills, especially in Key Stage 2. Progress is smooth and very good throughout the school because teachers have consistently high expectations of what each pupil should achieve and monitor their progress closely. This ensures exceptional achievement with all groups of pupils meeting or exceeding very challenging targets. Pupils with learning difficulties and/or disabilities and those who learn more slowly achieve outstandingly well because intervention programmes, for example, in reading and mathematics, support their learning very effectively.

## **Personal development and well-being**

### **Grade: 1**

Pupils' enjoyment of school is mirrored in their exceptional attendance. This reflects their perception that school offers many challenges, which they are confident they can meet with the excellent support of the staff. Very good relationships, high expectations and a stimulating curriculum result in very good behaviour and a strong sense of security. Spiritual, moral, social and cultural development is very good with the development of pupils' social skills being exemplary. From Reception to Year 6, pupils work very well together in small groups to develop their learning. Teaching is strongly focused on developing the skills of collaboration and independence. Pupils learn to concentrate well, think for themselves, reflect on their learning and are well aware of the importance of cooperating with others. These qualities are reinforced and demonstrated in the extremely effective assemblies. As a result, pupils are confident and mature and very well prepared for future life. They have a detailed appreciation of what it means to stay healthy and show this both in their enthusiasm for sport and eating habits. They make a very good contribution to the school and wider community through, for example, the Pupil Forum and by exercising a wide range of responsibilities.

## Quality of provision

### Teaching and learning

#### Grade: 1

Consistently strong teaching is a significant factor in pupils' achievement. Teachers have high expectations for pupils' progress and behaviour, and ensure that pupils' learning moves on briskly. Relationships are harmonious and this, combined with the stimulating content of lessons, ensures pupils try hard and thrive in their learning. Teachers make very good use of resources, including information and communication technology, to help pupils make connections in their learning. They plan in detail to ensure the needs and abilities of all pupils are well catered for. They are particularly skilful at questioning pupils in a way that makes them think hard and extends the boundaries of their understanding. Assessment is used very well to ensure pupils know how well they are doing and what they need to aim for next. This is supported by conscientious marking which provides good advice to help pupils improve. A further strength of the teaching is the very good use made of additional adults who are deployed highly effectively to accelerate the progress and boost the self-esteem of those pupils who need extra help in their learning.

### Curriculum and other activities

#### Grade: 1

The curriculum is rich and well planned, allowing all pupils to achieve exceptionally well academically and very well in their personal development. Pupils enjoy lessons and say they find activities interesting and challenging. Subjects are frequently linked together very well within themes, such as Egyptian Paintings. The latter enables pupils not only to gain a deeper historical understanding of ancient times, but also offers good opportunities for them to develop their writing by means of extended descriptions. Drama is used skilfully in other subjects to bring learning alive, develop speaking and listening skills and promote pupils' self-esteem. The impact of a strong and effective focus on personal, social and health education is seen in self-confident and articulate pupils. Pupils participate eagerly in a very good range of after-school clubs, especially sport. These contribute very well to pupils' understanding of healthy lifestyles and their creative development. Opportunities to gain first-hand experience, for example, through educational visits, are effectively integrated into pupils' work in school. French classes for pupils in Year 3 and Year 6 provide further 'spice' to pupils' learning.

### Care, guidance and support

#### Grade: 1

The school's systems for supporting the pastoral welfare and academic achievement of its pupils are of high quality. Pupils feel safe, nurtured and happy. They are confident of ready access to a listening adult if they feel troubled. Health and safety and other systems to ensure pupils' welfare are managed well. Friendship tokens and 'Golden Time' are effective incentives to promote very good behaviour. Child protection and other arrangements for safeguarding children are properly in place. Staff know pupils and their levels of attainment very well. Their progress is promoted by very good tracking systems, which identify their needs at an early stage and resources are directed shrewdly to ensure maximum achievement for all pupils, including the most vulnerable. Staff work very well together to ensure that transition

between the stages in pupils' learning is seamless. Curricular links with the receiving secondary school are exploited thoughtfully to ensure pupils are very well prepared for secondary education.

## **Leadership and management**

### **Grade: 1**

The headteacher and other senior leaders direct the work of the school exceptionally well. Within the context of providing an all-round education for the children, the rigorous focus on standards and achievement sets expectations of high performance for staff and pupils alike. These expectations are fully met and reflected in the strong outcomes. Challenging targets are the 'driver' in securing high levels of achievement for all groups of pupils. They engender a strong sense of accountability and promote very good teamwork amongst the staff. The latter are highly reflective practitioners, keen to develop their skills and fully committed to further developing the high quality of education provided. Monitoring of the performance of pupils is exemplary. Evaluations are used very well to inform the curriculum, allocate resources and pinpoint training needs. School leaders are acutely aware of the strengths and areas for further development and have targeted these areas where further 'tweaks' are necessary or desirable for current or imminent action. The school development plan very effectively links specific actions to priorities and offers a strong strategic thrust for further improvement. Governors support the work of the school very well.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

I am writing on behalf of the inspection team to thank you for your help when we visited your school and to tell you about our inspection findings. I was lucky to have the opportunity to speak to some of you at greater length. You told us how much you like school and mentioned especially how you enjoyed being challenged in lessons and how well the staff supported you in meeting these challenges. We saw lots of evidence for that and believe that it is indeed one of the keys for your success. You did so well at the singing session and did not let the side down as you all concentrated hard on getting the words and mime actions in perfect harmony!

We judge that the school is outstanding in all parts of its work. It helps all of you, including the Reception children, to reach high standards and gives you many chances to develop your skills and talents. It also supports very well those children who sometimes find learning difficult. Your headteacher, teachers and other staff all work very hard to ensure you do your best in everything.

We saw how well you got on with each other both at work and at play. This helps to make sure everyone has the chance to do well. We enjoyed all we saw at your school and we don't think that there is anything important that needs to be improved. However, we know that the headteacher and his staff would not be satisfied with standing still. They are already finding ways of making your school even better. We are sure you will continue to help them make these good things happen.