

Love Lane Primary School

Inspection report

Unique Reference Number	118174
Local Authority	Isle of Wight
Inspection number	326776
Inspection dates	11–12 March 2009
Reporting inspector	Elisabeth Linley HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School (total)	116
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Lorraine Seaman
Headteacher	Mrs Alison Seal
Date of previous school inspection	9 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Love Lane Cowes PO31 7ET
Telephone number	01983 293233
Fax number	01983 293233

Age group	4–9
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This school is smaller than the average primary school. However, mobility is an issue for the school and is higher than average. The proportion of pupils who have learning difficulties and/or disabilities is above average and mainly reflects pupils' moderate learning needs and speech and language difficulties. The proportion of pupils for whom English is an additional language is below average. The school's Early Years Foundation Stage provides for four and five year old children who are taught in the Reception class. The local authority has located its Speech and Language Resource Centre at the school and it provides for pupils from a number of schools who have speech and language problems. The school is currently subject to reorganisation and has an acting headteacher.

There is a privately run after school club in the school building catering for pupils from Love Lane Primary and other nearby schools. There is also pre-school provision on the school site, which similarly, is privately run.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Pupils' achievement is satisfactory overall and standards in English, mathematics and science are broadly average by the time they leave school. However, pupils in some classes make good progress as a result of good teaching. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. The school promotes pupils' understanding of the world around them appropriately, for example through projects such as 'Global Campaign for Education' as part of their work for Red Nose Day. Pupils' positive enjoyment of school is reflected in the way they work and play together and how they talk about the activities they take part in. Their attendance is now broadly average, showing an improvement on recent years.

Teaching is satisfactory overall. Teachers are gaining in confidence and are using new strategies to make lessons interesting and fun. Pupils respond well, particularly in the better lessons where they are encouraged to be independent learners and when they are consistently challenged to do their best. Not all pupils consistently receive such challenge in reading, writing and mathematics and their progress slows. There is a satisfactory curriculum with an appropriate range of enrichment activities, including sport and the arts. The school cares well for its pupils and this is recognised by the parents. As one commented, 'My children have really enjoyed being at Love Lane. They have been given all the help that they have needed.' Requirements for safeguarding pupils are met and pupils feel that they are safe and well cared for. The school has established good partnerships with external agencies and with parents and carers. This is strengthened by the school's clear understanding of local needs and its introduction of ways to engage with the community. This is evident in the school's commitment to Family Learning, which is appreciated by parents.

The acting headteacher and deputy headteacher provide good leadership and this underpins the school's overall satisfactory leadership and management. The school has a clear view of where its practice is less effective and has plans that are well placed to address these concerns. This is exemplified, for example, in the school's plans to improve the skills of middle leaders and governors new to their role so they are able to contribute more effectively to monitoring and evaluating the school's work. However, planned work to improve standards is beginning to make a difference. This is demonstrated, for example, in the school's focus on language, and in the improvements seen in children's achievement in the Foundation Stage. Where teaching has improved in the school, so has pupils' progress, and work to improve pupils' attendance has made a difference to the achievement of those pupils concerned. The school has a good capacity to improve in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The welfare of children in the Early Years Foundation Stage is a high priority for all staff. Good links are forged with outside agencies to ensure that children's learning and medical needs are well met. Relationships with parents are good and, as a result, children settle well in school. When they join the Reception class, children's skills across the areas of learning are below what might be expected for their age. They make satisfactory progress overall. However, by the end of the year, children have not yet reached most of the Early Learning Goals. Planning to deliver appropriate opportunities for indoor and outdoor learning is satisfactory overall. Work to ensure that planning clearly reflects the needs of all learners is underway. Similarly, assessment of

children's learning, currently underpinned by regular observational assessment activities, is a focus for additional work; this is to develop staff confidence and accuracy. Notwithstanding these development needs, certain elements of the curriculum are good and have positive outcomes. For example, children's personal and social skills and independence develop well because staff encourage them to use these skills. Children have good attitudes and behaviour and are confident to choose activities that sustain their interest. Similarly, a strong focus on the development of language means that children's communication and language skills develop well. As a result, in these two areas of learning children make good progress and when they leave the Reception class, most children are close to meeting the Early Learning Goals in their personal development and in communication, language and literacy. The Early Years Foundation Stage leader, who provides satisfactory leadership and management, is developing in expertise. She leads a team of staff who are enthusiastic and committed to securing further improvement.

What the school should do to improve further

- Improve the quality of teaching so that all pupils are challenged to do their best in reading, writing and mathematics.
- Ensure that planning for the Early Years Foundation Stage curriculum is of consistently high quality and that assessment of children's skills is secure.
- Develop the skills of middle leaders and governors new to their role so that they become confident to monitor and evaluate the work of the school effectively.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The school's assessment data show that most pupils' achievement is satisfactory. However, their progress is uneven through school and this reflects differences in the quality of teaching. As a result, standards in reading, writing and mathematics have fluctuated. Results of national assessments of pupils in Year 2 were below average in 2007, while in 2008 they were above average in reading and mathematics and average in writing. Pupils also attained well at the higher levels. This improvement reflects better teaching. However, this quality of teaching remains inconsistent through school. Any underachievement over time is rectified by high-quality teaching in the pupils' last year, and by the time they leave school, standards are broadly average in English, mathematics and science. The achievement of pupils who have learning difficulties or medical needs, and those who speak English as an additional language, is satisfactory overall. However, some pupils make good progress, benefiting from the well-programmed intervention strategies that are in place.

Personal development and well-being

Grade: 2

Pupils enjoy school. This is unanimously confirmed by parents. Carefully planned play opportunities contribute well to pupils' enjoyment and their good behaviour. Pupils feel safe at school and they know that if they are lonely their classmates as school buddies are there to help. Pupils from Year 2 to Year 4 represent their peers on the school council. However, school councillors report that they no longer have a chairperson and secretary as they once had and that they do not have regular ways to collect their friends' views. Pupils know the importance

of contributing to the wider community and participate with enthusiasm in local fundraising events such as 'Walk the Wight'. Most pupils have a satisfactory understanding of the importance of developing a healthy lifestyle, while older pupils talk knowledgeably on this topic as a result of their recent work on 'Global Rock'. Pupils' basic skills, their positive attitudes to learning and willingness to work together, prepare them satisfactorily for the future.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning presents a mixed picture within the school. Individual lessons vary from satisfactory to outstanding and this reflects the uneven rate of pupils' progress. 'Co-coaching' with teachers, plus their training in the effective use of Assessment for Learning strategies, such as pupil discussions with 'talk partners', is beginning to make a difference in lessons to pupil enjoyment. However, where teaching is satisfactory, teachers' expectations are not consistently high enough to challenge pupils to achieve their best, and opportunities to help their development as independent learners are sometimes lost. Where teaching is good or better, teachers engage the interest of all pupils, regardless of their ability, there is brisk pace to the lesson, and high-quality questioning promotes reasoning and pupils' thinking skills. In such lessons, pupils make good progress.

Curriculum and other activities

Grade: 3

The curriculum is underpinned by commercially produced schemes of work. Best practice in planning to meet the needs of all pupils, is shared among staff, and teachers are gaining in confidence to ensure the curriculum's successful delivery. Additional strategies to raise standards are used, for example through time set aside for 'Big Writing', and a new scheme for the teaching of mathematics has recently been introduced. With its increased focus on practical activities, this approach to mathematics helps ensure the enjoyment of most pupils. However, it is too early to assess the full impact of these changes to the curriculum. The curriculum is enriched appropriately by visitors to school and planned visits that link to pupils' work, such as a residential trip for Year 4 pupils. A suitable number of extra-curricular activities are enjoyed by pupils, although the school does not yet evaluate how many pupils are involved and the impact these activities make on pupils' learning. Family Learning is an important part of the school's provision within the community and, where there is uptake by parents, this clearly makes a positive difference to their children's understanding of the taught curriculum and their achievement.

Care, guidance and support

Grade: 2

Good pastoral care and guidance is provided for pupils and their families. Risk assessments are carried out and there are well-established procedures for child protection. The school provides a strong focus on supporting vulnerable pupils to ensure they make progress. Support for pupils who have learning difficulties and/or disabilities and those who speak English as an additional language is carefully planned and carried out. Well-planned and monitored intervention programmes make a considerable difference to the confidence and self-esteem of those concerned. This ensures these pupils make at least as much progress as their peers and sometimes

more. Effective links with other agencies, such as occupational health and the onsite local authority Speech and Language Resource Centre, ensure that pupils' individual learning and medical needs are well met. Staff review pupils' progress regularly and set targets. Pupils' work is regularly marked; however, the quality of marking is variable and does not always focus clearly enough on how pupils can improve.

Leadership and management

Grade: 3

A period of instability in the leadership and management of the school has had an unsettling effect upon the school. However, the acting headteacher and deputy headteacher provide strong leadership to which staff are responding well. There is a clear focus on developing governors and middle leaders, to enable them to become more effective in their roles, for example in monitoring and evaluating the school's work. Notwithstanding this development need, school leaders have identified the school's strengths and areas for improvement effectively and are planning well for improvement. Tracking of pupils' progress has improved and targets to raise standards are more challenging. This is making a difference where the quality of teaching is consistently good. More rigorous analysis of the impact of the school's work is now required. The school takes its role within the community seriously and this is exemplified in its work to promote pupils' understanding of faith, ethnicity and culture as reflected within the school itself. Governors are proactive in their work to secure positive outcomes for the school as it moves towards reorganisation. They support the school well, increasingly holding it to account for its performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

24 March 2009

Dear Pupils

Inspection of Love Lane Primary School, Cowes, PO31 7ET

Thank you for making me welcome when I visited your school recently. I enjoyed talking with you and looking at your work. We believe your school provides you with a satisfactory standard of education.

You get on well together and you behave well. You enjoy school and clearly have a good time at playtime when there are lots of different things for you to do. You enjoy taking responsibilities in school such as being a school buddy. Some of you are on the council although you don't have a chairperson or secretary at the moment. It would be helpful if you had more ways to collect your friends' views about school. You know about the importance of keeping safe, and the older pupils in particular, who have recently enjoyed taking part in 'Global Rock', know the importance of keeping fit and healthy.

All the staff in school work hard to make sure that you are well cared for. They also try hard to make your lessons interesting and fun; I saw Year 4 having a good time with mathematical problems involving a few pirates! While teaching is satisfactory overall, there are a few things that your teachers are going to improve. They are going to make sure that all the work you have to do in your lessons is just right for you so that you achieve your best in reading, writing and mathematics. The staff who work with the youngest children in the Reception class are going to do the same and make sure that they find out exactly how well all the children are getting on. Also, the teachers in charge of different parts of the school's work, as well as the school's governors, are going to check up carefully and regularly to make sure things they have done are helping you to achieve your best.

I hope you keep up all your hard work and I wish you well for the future.

Yours faithfully

Elisabeth Linley

Her Majesty's Inspector