

Inspection of a good school: Lane End Primary School

Edmonds Road, Lane End, High Wycombe, Buckinghamshire HP14 3EJ

Inspection dates:

28 and 29 June 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Lane End Primary School provides a high level of care for all pupils. As one parent said, 'Staff making the time to join in with the daily 'dance-a-day' before school shows how dedicated and passionate staff are for children's well-being.' Pupils enjoy school. They understand the school values, which help them to develop positive relationships with adults and each other. Through these positive relationships, pupils develop their confidence and independence. Leaders have high ambitions for all pupils. They instil a strong sense of cooperation and teamwork.

All pupils learn a broad and ambitious curriculum. Staff teach English and mathematics well. However, leaders know that they need to take further steps to ensure that pupils learn all subjects as effectively.

Pupils feel safe in school. Staff respond appropriately to any incidents of bullying or unkindness. Leaders' expectations for behaviour are high across the school. Staff support pupils well to meet these expectations. As a result, pupils are ready to learn. Pupils also enjoy participating in extra-curricular activities, and other opportunities that complement the curriculum. For example, the inspirational visit from a famous basketball player showed pupils how being different can help achieve excellence.

What does the school do well and what does it need to do better?

The school offers exciting opportunities beyond the academic. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) access the same enrichment opportunities as their peers. The support for pupils' well-being makes a tangible difference to the school. The school's communication team and its play leaders provide pupils with opportunities to act for the good of others. Pupils enjoy taking part in sports

clubs and competitions. Musical activities such as the recent opera workshop deepen pupils' cultural development.

Leaders have created an ambitious curriculum for all pupils. They have considered the key knowledge and vocabulary that they want pupils to know at key points from early years to Year 6. In a few subjects, for example mathematics, the curriculum has been broken down into small steps of learning. Where this is the case, staff teach the content well and adapt learning effectively for pupils with SEND. They use tailored support plans to ensure that they meet individual pupils' needs. Teachers present work clearly and help pupils to connect new knowledge to what they already know. This helps pupils to recall knowledge confidently.

However, in many other subjects, leaders have not been precise enough in setting out what pupils must learn. Teachers do not have sufficient guidance to design tasks that enable pupils to learn the important knowledge they need to remember. Learning is sometimes disjointed. This makes it difficult for pupils to make connections in their learning and achieve well. Furthermore, many subject leaders are new to their role. They are not yet supporting other staff to improve teaching or checking how well pupils are learning in their subjects.

Leaders have successfully ensured that early reading is taught well. Pupils read books that are well matched to their reading ability. Staff quickly spot any gaps in pupils' phonic knowledge and give extra support where needed. This helps them to catch up and become fluent readers. The reading areas are full of interesting, stimulating books for pupils to enjoy. Leaders ensure a sharp focus on pupils' language and communication skills. Children in the early years enjoy listening to and acting out stories. Skilled staff guide and support children in developing their spoken language.

Teachers and leaders check pupils' understanding regularly in English and mathematics. However, in other subjects, teachers do not check routinely how well pupils know and remember what they have learned over time. As a result, pupils do not have the same depth of knowledge across the curriculum.

From the start of Nursery, staff build supportive and nurturing relationships. These help children to settle quickly and learn the shared routines of the school. Across the school, pupils collaborate and communicate well together which ensures that learning is rarely disrupted. Pupils learn about healthy relationships and staying safe in an age-appropriate way. They demonstrate a clear understanding of equality, diversity and inclusion and know that any form of prejudicial behaviour is not tolerated. Staff help all pupils to develop independence and self-regulation.

Leaders' decision-making is focused on providing rich opportunities for all pupils. They are mindful of workload demands on staff well-being. Staff are proud to work at the school. Governors know what is working well and what needs further improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive regular training and safeguarding updates. These maintain their alertness to the signs of risk for pupils. Staff report any concerns swiftly and appropriately and support pupils with their emotional well-being. Leaders have developed effective relationships with external agencies. They are strong advocates for pupils and do all that they can to secure the help that pupils need. Pupils learn how to keep themselves safe, including online. Leaders work with parents to raise their awareness of the risks to their children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff give pupils tasks that do not focus specifically enough on the knowledge that pupils need to learn. This makes it difficult for pupils to understand and retain key information over time. Leaders should ensure that staff know what should be taught and how to implement the curriculum effectively so that all pupils achieve well.
- In the foundation subjects, the assessments leaders have designed do not tell teachers what they need to know about pupils' understanding. Pupils are not supported as well as they could be to get better in these subjects. Leaders should review their assessment processes to focus on the most important knowledge they want pupils to remember and teachers to check across the curriculum.
- Leaders have not sufficiently prioritised the development of the curriculum across the foundation subjects. There is not sufficient oversight of pupils' learning from Reception to Year 6, both in terms of the intended curriculum and its effectiveness. Leaders should develop the role of the subject leader, so that they understand the progression of learning in their subject, can support their colleagues and monitor the implementation and impact of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	110320
Local authority	Buckinghamshire
Inspection number	10269150
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair of governing body	Sue Maddix
Headteacher	Debbie Williams
Website	www.laneendprimary.co.uk
Date of previous inspection	28 February and 1 March 2018, under section 5 of the Education Act 2005.

Information about this school

- The school currently uses one registered alternative provider.

Information about this inspection

- This is the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, school leaders, members of the governing body and a representative of the local authority.
- The inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- During the inspection, the inspector looked at curriculum plans and spoke to leaders about other subjects.
- The inspector listened to pupils read to a familiar adult.

- As part of the safeguarding checks, the inspector reviewed safeguarding records, including the single central record of staff recruitment.
- The inspector considered the responses to the online survey, Ofsted Parent View, including the free-text comments. The inspector met with parents at the start of the school day.

Inspection team

Clare Morgan, lead inspector

Ofsted Inspector

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