



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
THE LANES PRIMARY SCHOOL

Name of School:	The Lanes Primary School
Headteacher:	Joanne Revill
Hub:	Transform Trust
School type:	Primary

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	12/11/2019
Overall Estimate at last QA Review:	This is the school's first review
Date of last Ofsted inspection:	The school has yet to be inspected

1. Context and character of the school

The Lanes has been open in its present form since September 2017. The school is the product of the amalgamation of Meadow Lane Infant School and College House Primary School. There are 586 pupils on roll.

Pupils come from an area of relatively low social disadvantage. Approximately one in ten of pupils are eligible for free school meals. The proportion of pupils whose first language is not English, is low compared to national averages. Most pupils have a White British heritage and about a fifth of pupils are from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities (SEND) is low and below national averages. The proportion of pupils who are adopted or looked after by the local authority is higher than the national average. Children enter Reception with knowledge and skills broadly in line with age-related expectations.

Leaders are working hard to make a split-site school into one cohesive school. Great progress has been made but there is still work to do in this area. Leaders collaborate with the local primary and secondary schools to support transition and to develop skills and knowledge across the schools.

Leaders at The Lanes are very successful in encouraging parents and the local community to come in and support the work of the school.

At The Lanes, pupils are encouraged to 'dream it, believe it and achieve it.'

2.1 Leadership at all levels - What went well

- Senior leaders have a clear vision for the school. They know their school well. Self-evaluation is accurate, leading to clear, realistic school improvement priorities and plans. Planning, training and meetings share practice between phases to support a 'one school' approach.
- The new governing body is made up of elements of the former school governing bodies, co-opted staff, local authority and parent governors. Governors know the school well. The governing body has a good mix of knowledge, experience and skills, which enables them to effectively hold leaders to account.
- Senior leaders have reviewed the curriculum in the past year. It is now broader and more balanced, to more fully meet the needs of pupils. The curriculum is coherent and well-planned.
- Senior leaders use a blended approach to developing subject knowledge and knowledge of how pupils learn best. There is a well thought out programme of continuous professional development (CPD), including external courses, meetings and training within school, using experts from inside and outside of school.

- Senior leaders are developing subject and phase leaders, with a personalised approach, incorporating external training, national leadership qualifications and specific, personal, mentoring support. Their impact on learning increases as their skills and confidence grows.
- Teaching Assistants (TAs) benefit from a very proactive lead TA. She is part of the school leadership team. The lead TA has devised an excellent schedule of regular meetings and training sessions, which has resulted in skilled and effective TAs.
- Community engagement is a strength of the school. This includes fundraising events and a variety of regular opportunities for parents and members of the local community to come in to school. Events include, 'Picnic in the playground' and a parent and child first aid training.
- The curriculum is enriched by a variety of visitors to school and external visits. Pupils in Year 2 through to Year 6 derive great benefit from well thought out residential visits, linked to their topics. Pupils develop increased independence, resilience and collaboration.
- Pupils value the wide variety of extra-curricular clubs and activities. These include, choir, art, various sports, cooking, dance and drama. At lunchtime, pupils lead clubs such as Buddy club and Warhammer. Recently, a group of Year 5 girls ran a dance club for younger pupils and staged a performance.
- Pupils' personal development is a strength of the school. Pupils readily take on responsibility for improving the school. This includes being members of school council, school ambassadors, librarians, playground pals, members of the ECO team and digital leaders.
- Leaders have used a variety of materials and commercial packages, to assess and promote improvements in pupils' wellbeing.
- Leaders promote staff wellbeing well through knowing and understanding their team. They ensure that workload is reviewed and have an 'open door' policy.
- Pupils are well prepared for secondary school. In Year 6, pupils move between classes more often, as they would in secondary school. In July, all pupils move up a year group for three days. Pupils take part in a project with the main destination secondary school called 'Ready for Secondary,' to inform and support transition. Vulnerable pupils and those with additional needs benefit from more bespoke transition arrangements.

2.2 Leadership at all levels - Even better if...

- ...all staff understood what pupils need to achieve in each year group, so that teachers have a clearer focus on progress, with consistently high expectations for all pupils.
- ...leaders ensured that the best practice is shared across all year groups and key stages.

3.1 Quality of provision and outcomes - What went well

- Phonics teaching is a strength of the school, leading to strong progress in the early years foundation stage (EYFS) and in Key Stage 1. Reading is highly valued. The amusing and inspiring 'extreme reading' displays shows pupils' commitment to reading. The teaching of reading in Key Stage 2 has been reviewed and changes made to respond to the slightly disappointing results in 2019.
- Almost all teachers and TAs have strong subject knowledge and pedagogy. Leaders know where improvements are required and are taking steps to improve practice.
- In a Year 5 Design and Technology lesson, the teacher built on previous learning and developed cross-curricular learning. Pupils worked together effectively. This resulted in pupils designing imaginative wrappers for their fictitious biscuit brand.
- Classrooms are well equipped, with useful displays and learning walls. In all classrooms there is calm and purposeful climate for learning.
- TAs are well deployed. In a Year 2 mathematics lesson, the TAs gave good individual support to learners with significant additional needs but joined whole class talk partner discussions, to support whole class learning. A pupil, who was not able to cope in class, was ably supported by a TA in a side room, working on the same learning activity as the main class.
- In 2019, in EYFS and the Year 1 phonics screening test pupils' attainment is similar to national averages. Pupils attainment in the core subjects, at the end of Key Stage 1, is strong compared to their national counterparts. At the end of Key Stage 2, attainment and progress in writing, compared favourably with national counterparts. In reading and mathematics attainment is in line or above age-related expectations but progress is less strong.
- Work scrutiny reinforced leaders' views that writing is a strength of the school. Pupils use their opportunities to write at length with good levels of presentation. Progress in mathematics shows clear improvement since September. There is strong evidence of appropriate support and challenge for pupils.
- Staff have high expectations for pupils' conduct. Relationships and social cohesion are a strong feature of the school. Pupils said that there has been a continued improvement in behaviour and in relationships across the school, especially in the last three years.
- At The Lanes, attendance is strong, with levels consistently at around 97%. Leaders use graded rewards for individual pupils' 98 - 100% attendance. Punctuality has significantly improved since the introduction of breakfast club and 'Fun fit' before school. Leaders work hard to build trust and partnerships with more vulnerable families.

3.2 Quality of provision and outcomes - Even better if...

...there was increased challenge for all pupils, especially more able pupils, to enable

them to become increasingly independent in their learning.
...there was clarity of learning intention in all lessons.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The deputy head teacher, with effective support from the senior TA, ably lead SEND support. Planning and provision mapping are thoughtfully planned in a very child-centred way. There are 31 pupils on the SEN register. However, the school is clear that there are an additional 40 pupils who do not yet meet the county criteria but clearly have additional learning needs.
- The support for the relatively small group of disadvantaged pupils is overseen by the head teacher. The quality of provision is reported to the link governor. The key focus is to narrow gaps between disadvantaged pupils and their national counterparts, enrich pupils' experiences and provide social and emotional support.
- The provision for disadvantaged pupils and those with SEND is mainly provided within the classroom setting. Other pupils accept differences and support their peers. Interventions are well planned, and their effectiveness monitored.
- The inclusive curriculum is well adapted to meet the needs of all pupils. The school curriculum supports the school values of dream, believe, achieve to raise ambition for disadvantaged pupils and those pupils with SEND.
- Pupils with SEND make strong progress from their starting points.
- Disadvantaged pupils attain strongly at the end of Key Stage 1 and Key Stage 2 at the expected and the greater depth standards. However, the small gap to their non-disadvantaged peers in school remains and progress is below the national average in the core subjects. Writing attainment and progress, for disadvantaged pupils is stronger than in reading and mathematics at The Lanes. It is closer to the standards and progress of their non-disadvantaged national counterparts.
- Pupils with SEND and disadvantaged pupils' behaviour for learning and their conduct is a strength of the school.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders ensured that the planning for pupils with SEND was consistently based on quality first teaching, with ownership by teachers and with joint planning between teachers and TAs.
...teachers' pedagogy for pupils with SEND was further developed and good practice shared.



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5. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school is well connected to local networks and will look in to Challenge Partner network resources as issues arise.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.