

# Inspection of The Lanes Primary School

Cator Lane, Chilwell, Beeston, Nottingham, Nottinghamshire NG9 4BB

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Inspection dates: 8 and 9 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Leaders and staff want pupils to have the best possible start to their education. The school's motto of 'Dream it, Believe it, Achieve it' reflects the school's positive ethos. Leaders and staff know the pupils and their families well. They respect the individuality of each pupil. Staff warmly greet all pupils every day.

Pupils feel safe and happy in school. They feel listened to, and supported, by adults. Parents and carers hold the school in high regard. Typical comments include: 'Communication is excellent. The staff are caring, nurturing and so supportive.'

Pupils behave well in lessons. Most are respectful towards each other on the playground. Pupils say they can talk to adults in school if they have a concern. Bullying is rare. They say that staff always sort out incidents of bullying. A small minority of pupils show disrespect to their peers. A few sometimes use inappropriate language about gender. Leaders take this very seriously. They work well with these pupils to help them to understand how to respect others.

Most pupils, including those with special educational needs and/or disabilities (SEND), live up to the high expectations that leaders have of them. Pupils achieve well across a range of subjects.

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

Leaders have created a well-designed curriculum to meet the needs of all pupils. Pupils study the full range of national curriculum subjects. In almost all subjects, leaders have ensured that their planning identifies the important knowledge and vocabulary that pupils need to learn, and in what order. In history, for example, pupils are developing a deeper understanding of chronology through the carefully sequenced topics they study. Planning in mathematics and science is similarly strong.

In some subjects, such as reading and mathematics, there are comprehensive systems in place to check pupils' understanding as they learn and remember more. However, this is not consistent across all subjects. Leaders do not yet have an accurate view of pupils' achievement in some foundation subjects. Leaders are developing their systems to check how well pupils remember their learning in these subjects.

Leaders have ensured that the teaching of reading is a high priority for all pupils. Children in the Reception Year start to learn phonics as soon as they begin school. Pupils have positive attitudes to reading. Older pupils talk with enthusiasm about their favourite authors and the different types of books they like to read. Pupils are well supported by librarians in making good use of the well-stocked library. Staff have ensured that the books pupils read help them to understand themes such as diversity and the protected characteristics. The books that pupils read are well matched to the sounds that they know. However, the teaching of phonics is not

consistently strong across the two school sites. In part, this is because leaders are using different programmes for the teaching of reading. Leaders have plans to introduce a new, single phonics programme in the summer term. These plans include training for all staff to help all pupils become fluent readers more quickly. Leaders provide workshops for parents so that they can support their child's reading at home.

Staff in the early years work closely with children to support their learning. They model language and vocabulary well. The outdoor learning experiences enable children to develop their skills of balance, teamwork, safety and resilience. Relationships between children and adults are positive. Children learn happily together.

Leaders meet the needs of pupils with SEND well. Teachers and support staff have a detailed understanding of each pupil's needs. Suitable plans are in place for pupils with SEND who have more specific needs. Staff implement these plans well. When required, leaders ensure additional support from specialised agencies is provided so that these pupils receive the extra help they need. Leaders make regular checks to ensure that these pupils are receiving the help they need and achieving well.

Pupils have many opportunities to broaden their awareness and understanding of the world around them. They take part in trips, residential visits and school clubs. Pupils contribute to developing the school and making their voices heard through their school council responsibilities. Staff constantly help pupils to become more confident and resilient. Pupils see making mistakes as opportunities for 'new learning'. Pupils gain an appreciation of the diverse world they live in by learning about different faiths and cultures. They also have a good understanding of respecting what makes people similar and different. Pupils told the inspectors, 'Everybody is treated the same here; we are all equal.'

Governors know the school well. They hold leaders to account effectively for all aspects of the school's work, including safeguarding and the quality of education. Staff are proud to work at the school. Leaders are mindful of the workload of staff. Staff say they appreciate everything that leaders and governors do to support their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained in safeguarding. They have a secure understanding of safeguarding risks in and around the local area. Staff are clear about the procedures to follow should they have a concern about a pupil's welfare or safety. Leaders work well with external agencies to ensure that pupils and their families get the help that they need.

Through the curriculum, pupils learn how to keep themselves safe. Pupils learn about healthy relationships, drugs, and alcohol misuse at an age-appropriate level. Pupils learn how to use the internet safely.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Currently, the school's approach to teaching phonics is not consistent across both school sites. The teaching of phonics is not consistently strong in all parts of the school. In part, this is because teachers are transitioning from the current phonics programmes to a new scheme. Leaders should implement their new plans swiftly, ensuring that all staff are fully trained in helping pupils to become confident and fluent readers.
- In subjects other than reading and mathematics, leaders' assessment systems to check how well pupils understand their learning are yet to be implemented. This means that leaders do not have a complete picture of how well pupils know and remember the taught curriculum in all subjects. Leaders should ensure that staff consistently check pupils' understanding in all subjects to help pupils remember and apply more of what they have been taught.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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

<b>Unique reference number</b>	144731
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10212020
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	609
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Barker
<b>Headteacher</b>	Joanne Revill
<b>Website</b>	<a href="http://www.thelanes.notts.sch.uk">www.thelanes.notts.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The Lanes Primary School was formed in September 2017, following an amalgamation of Meadow Lane Infant School and College House Primary School.
- When Meadow Lane Infant School was last inspected by Ofsted, it was judged to be outstanding overall. When College House Primary School was last inspected by Ofsted, it was judged to be good overall.
- The headteacher was in post prior to the amalgamation of the two schools.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors discussed the curriculum with the headteacher, the assistant headteacher, the school's coordinator for the provision of pupils with SEND, the early years leader, curriculum subject leaders and teachers from across all year groups. Inspectors also met with members of the governing body,

including the chair. The lead inspector spoke to a representative from the local authority.

- Inspectors spoke with several groups of pupils to talk about their learning across the curriculum.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, religious education, science and history. In each subject, inspectors met with subject leaders, teachers and pupils in all key stages. They visited lessons and scrutinised samples of pupils' work. Inspectors also looked at leaders' planning documentation and listened to a selection of pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke to staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered 105 responses to Ofsted Parent View, including 103 free-text comments. Inspectors met with staff and considered 36 responses to Ofsted's staff survey. Inspectors also considered the views of 148 pupils from Ofsted's pupil survey.

### **Inspection team**

Kirsty Norbury, lead inspector

Her Majesty's Inspector

Julian Scholefield

Ofsted Inspector

Paul Lowther

Ofsted Inspector

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