

Name of School:	The Lanes Primary School
Headteacher/Principal:	Joanne Revill
Hub:	Transform Trust
School type:	Primary
MAT (if applicable):	Not applicable

Date of this visit:	09/06/2021
Estimate at last QA Review:	Not applicable
Date of last QA Review:	Not applicable
Grade at last Ofsted inspection:	The school has yet to be inspected.
Date of last Ofsted inspection:	Not applicable

1. Information about the visit

In place of a QA Review, The Lanes Primary School was visited by a Lead Reviewer who spent one day reviewing the following areas with them:

- Area 1 – Leadership and school improvement
- Area 2 – The quality of the curriculum and its delivery

2. Information about the school

The Lanes Primary School is a larger than average sized primary school, situated in Chilwell, to the south of Nottingham. The school opened in its present form in September 2017 and was created from the amalgamation of Meadow Lane Infant School and College House Primary School. It is situated on two sites which are in walking distance of each other.

The percentage of disadvantaged pupils is lower than the national average, as is the percentage of pupils with special educational needs and/ or disabilities (SEND), although these proportions are both notably growing. The large majority of pupils are from White British backgrounds, with approximately one fifth of pupils originating from minority ethnic heritages.

The inspirational headteacher has been in post since the amalgamation, having previously led the former infant school. She is ably supported by an experienced senior leadership team. The school is a maintained primary school, and part of a small family of schools in the locality.

3.1 Leadership and school improvement – What went well

- The headteacher and senior leaders talk confidently about the school and the areas they have identified for improvement. The systems in place are coherent and well-managed, with clear lines of responsibility detailed. A range of relevant school improvement documentation was made available prior to the consultancy, this was detailed and appropriate, reflecting the team's aspirations to deliver the best possible provision for all pupils.
- The school's 'Dream it, Believe it, Achieve it' motto was developed by the pupils and it forms the basis of the school's values. All members of the school community know what it means, with the emphasis on everyone being the best they can be, both pastorally and academically. The ethos is exemplified in the learning line, which is used with individual pupils, whole classes and across the school. This is essentially a square root visual aid used to track progress and a growth mindset as it applies to all aspects of school life, such as learning, effort and sports.
- The school team has clearly managed the disruptions caused by the Covid-19 pandemic with pragmatism and confidence. The regular curriculum continued and there was a generally high uptake. As a result, pupils mostly thrived during the

enforced closures and settled quickly back into school life. The school's catch-up plan is detailed and proactive.

- Leaders at all levels are involved in school improvement and speak with confidence about their roles and responsibilities. Subject action plans inform the whole-school improvement plan which focuses on a small number of key priorities in considerable depth. The strategic planning has a consistently clear focus on the school team's commitment to, and aspirations for, the children and pupils.
- Subject leaders speak enthusiastically about their respective subjects and show strong knowledge and understanding. Each subject area is led by a small team which is proving to be an effective approach, helping to exemplify the commitment to distributed leadership and developing the leadership practice of less experienced members of staff through the focused collaborations.
- All staff benefit from a well-chosen range of continuing professional development, including accessing external training and taking part in many in-house activities, such as subject teams leading staff meetings and team-teaching opportunities. Virtual opportunities were sought during the school closures and adults also benefited from mindfulness and wellbeing sessions.
- Relationships between adults, and between adults and pupils, are strong and built on trust and mutual respect. This is particularly impressive when considering the positive liaison and cohesion managed across the two separate sites. All teachers in each year group plan, prepare and assess their work together which helps to further promote a collegial approach across the team. Furthermore, there is a proactive culture evident where teachers and support staff move into different year groups and phases on a fairly regular basis. This helps to broaden their understanding of the differing expectations and supports effective transition for the pupils.
- The school enjoys very productive links with parents, families and the wider community. Communications were promoted successfully during the lockdowns, with many relationships being enhanced even more than previously. Feedback sought from parents and carers since the school re-opened has been overwhelmingly positive.

3.2 Leadership and school improvement – Even better if...

- ...the culture of pedagogical expertise was further developed across the leadership team at all levels, particularly by enhancing collaborations through a triad coaching model.
- ...monitoring and evaluation activities resumed when current restrictions allow to help ensure a consistent approach to teaching and learning across different year groups.
- ...subject leadership teams were able to speak with increased clarity about the standards achieved in their respective curriculum areas.
- ...accredited phonics training was cascaded to all staff involved in phonics delivery.

4.2 The quality of the curriculum and its delivery – What went well

- The themed approach taken to the comprehensive and well-planned curriculum is helping to develop pupils' cultural capital and to prepare them for life in modern Britain. Pupil voice is often sought in relation to the chosen themes, the selected core texts, and any adaptations made. The cohesive curriculum is enhanced by a clear commitment to extra-curricular and enrichment activities, including taking part in visits and inviting in visitors for each curriculum theme. For instance, the school is currently preparing for a whole-school science day when all classes will be involved in researching climate emergencies and celebrating different scientific phenomena. Pupils also benefit from a wide range of additional experiences, such as residential visits annually for all pupils in every year group from Year 2 upwards, and all pupils take part in a production on the impressive school stage each year. In addition, a wide range of extra-curricular clubs and events is offered, including chess, computing, bead-making and many sports.
- High expectations are a feature of all teaching and learning, with the pitch of lessons generally being planned for those at age related expectations or above. Appropriate challenge is inherent in planning and lessons which leads to consistently high outcomes in the core subjects.
- The curriculum is adapted and learning differentiated to ensure appropriate access for disadvantaged pupils and those with additional needs. SEND support is integrated well within the regular curriculum whenever possible, with pre-teaching and intervention activities undertaken to ensure all pupils have access at an appropriate level. There is a commitment to ensuring that a range of different adults support vulnerable pupils to help develop their independence, with close liaison evident between teachers and support staff. As a result, these pupils almost always make good or better progress from their individual starting points, whilst gaps identified for disadvantaged pupils generally diminish throughout their time at the school.
- Skills ladders and knowledge planners have been developed for every foundation subject to help identify progression across the wider curriculum.
- Leaders and teachers promote a positive reading culture, with each curriculum theme being informed by relevant high-quality texts which help to engage the pupils from the outset. Each year group also share a class novel every half term and there is a commitment to 'drop everything and read' (DEAR) time. Notably, almost all pupils' reading levels improved further during the school closures.
- A mastery approach is taken to mathematics teaching and learning across the year groups, with a focus on reasoning and problem-solving. This consistent approach is enhanced by daily fluency sessions to help pupils recognise links between different operations and concepts.
- The Early Years setting is spacious, inviting, and well-resourced, with an experienced team of highly skilled staff. The provision again takes a topic-based approach through many child-led activities, derived from the children's experiences. The free-flow

afternoon play-based challenges support the morning adult-led continuous provision. There are many opportunities for outdoor learning, and close liaison occurs with the Year 1 pupils on the same site, which helps to aid transition to Key Stage 1.

4.2 The quality of the curriculum and its delivery – Even better if...

- ...the gaps identified in pupils' writing skills were promptly addressed.
- ...the school's commitment to fostering a love of reading was consistently evident across the learning environment.
- ...classrooms showed an effective balance between working walls and a celebration of pupils' work.
- ...the assessment of foundation subjects was linked coherently with the skills' ladders and knowledge planners.
- ...opportunities were consistently provided for pupils to undertake brief grammar sessions on a daily basis.

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

- The school would like to investigate what further opportunities for professional development there are across the Transform Hub.
- Leaders would also like to visit more Challenge Partners schools with an area of excellence, when opportunities to travel and liaise arise again, as they welcome the support and collaboration previously enjoyed.

This visit 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.