



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR THE LANES PRIMARY SCHOOL

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| Name of School: | The Lanes Primary School |
| Headteacher/Principal: | Joanne Revill |
| Hub: | The Transform Trust |
| School phase: | Primary |
| MAT (if applicable): | NA |

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| Overall Peer Evaluation Estimate at this QA Review: | Effective |
| Date of this Review: | 22 March 2023 |
| Overall Estimate at last QA Review | Effective |
| Date of last QA Review | 25/05/2022 |
| Grade at last Ofsted inspection: | Good |
| Date of last Ofsted inspection: | 8/02/2022 |



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

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| Leadership at all levels | Leading |
| Quality of provision and outcomes | Effective |

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

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| Area of excellence | NA |
| Previously accredited valid areas of excellence | NA |
| Overall peer evaluation estimate | Effective |

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

This large, three-form entry school is located in a suburb of Nottingham. The school occupies a split site, with Reception and Year 1 based at Meadow Lane and the older pupils based in the Cater Lane site about five minutes' walk away. The proportion of disadvantaged pupils is below average and the proportion of pupils with special educational needs and/or disabilities is broadly in line with the national picture. A small number of pupils are from minority ethnic backgrounds. Similarly, few pupils are at an early stage of learning English, although the number has increased recently.

The buildings and grounds at the Cater Lane site are extensive. Classrooms are spacious and there are specialist rooms for subjects such as food technology and computing. The modern reception area is welcoming and the recently refurbished staffroom provides comfortable accommodation for teachers and support staff. There is a well-equipped hall with a large stage and a separate hall for dining. The building at Meadow Lane dates back to the 19th Century. It has been extended over the years to include a hall and additional classrooms, providing a lovely environment for the younger pupils.

2.1 Leadership at all levels - What went well

- The headteacher provides wise counsel and inspirational leadership for the highly committed leadership team. Leaders at all levels share the ambition that all pupils succeed. Senior leaders have extensive expertise and provide a strong steer for colleagues in driving improvements. Any initiatives are based on research, and their impact on pupils is central when considering whether to move from pilot projects to whole-scale adoption.
- Teachers have autonomy to engage in action research which ensures 'buy-in' and the collaborative development of teaching and learning. Triads of teachers from different phases research and explore how pupils' engagement can be further enhanced. This is an ongoing project, but positive outcomes are already emerging. For example, Year 5 teachers are successfully implementing new ideas about productive collaboration, while Year 4 teachers are devising ways of further extending pupils' independence. Leaders ensured staff were involved in decision making in relation to trialling and choosing an appropriate phonics scheme. As a result, staff from the early years to Year 6 have ownership of the approach and are keen to ensure its success.

- Subject leadership is exemplary. Among many examples, are the work by the English lead in improving pupils' stamina for writing, the pastoral team's consultation with pupils to refine the provision for PSHE (Personal, social and health education), and the tireless drive by the SEND team to create an inclusive environment where pupils, families and staff are supported.
- Sharply focussed monitoring by leaders enables them to share strengths, identify potential areas for improvement, and facilitate professional development opportunities for staff. They provide excellent role models for staff in their own teaching. When contemplating new teaching strategies, subject leaders try them beforehand out with their own classes.
- School values underpin every aspect of school life. This is evident from pupils' behaviour both inside and outside the classroom. The values are represented by twelve cartoon characters, which helps pupils understand and remember them. Pupils' book of 'values stories' includes the adventures of 'Peter Pride' who, 'from that day onwards, made sure he took care with all his work so that he could always feel proud of himself', and the tale of 'Determined Daisy', who, despite having just one leg, took part in a skydiving parachute jump.
- Pupils appreciate the wide range of enrichment activities, especially educational visits. One commented, 'We love the trips and residentials, the younger pupils all go on a trip and the older ones have a residential too'. Pupils enjoy many sporting and creative activities. During the review, the school's netball team was celebrating second place in a local tournament, while others were developing their individual musical talents.
- School leaders play a significant role in outreach work, mostly in partnership with the local Chilwell Family of Schools, and the wider 'Better Together' network. The Chilwell schools have developed a common assessment framework for Year 1 to Year 11. Their SENDCos meet across the group to decide funding priorities. Leaders contribute to the innovative professional development opportunities offered by the Better Together partnership.

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

- ... leaders at all levels explored further ways of sharing their considerable expertise within the Challenge Partners hub and beyond.

3.1 Quality of provision and outcomes - What went well

- As children enter Reception, their personal development, communication skills and understanding of number are typically secure. They make good progress through the year and the proportion reaching a good level of development is usually above average. Pupils achieve well through Key Stage 1 and outcomes by Year 2 are generally above expected levels, with the proportion reaching a greater depth in reading writing and mathematics usually well above national averages. In 2022, greater depth achievement was twice the national outcome across the board. Pupils sustain a good rate of progress through Key Stage 2, which leads to higher-than-average standards. Combined outcomes in 2022 were double the national average.
- A learning walk, focussing on pupils' engagement and learning behaviours, showed that they live out the school's values of respect and responsibility. Pupils talked confidently about their learning, using subject specific vocabulary when appropriate. They explained their thinking and reasoning articulately. The contribution of teaching assistants to promoting pupils' thinking was a strong feature of all lessons observed.
- Staff in Reception know the children well and provide engaging activities to meet their learning needs and interests. A consistent approach to teaching phonics, with a sustained emphasis on challenge, leads to rapid progress through Reception and Year 1.
- Pupils' early grasp of language and number provides a strong base for their future learning. During English lessons in Years 4 and 5, for example, pupils were fully engaged. Their learning was split into small steps and the clear focus enabled pupils to self-evaluate against specific criteria. Teachers adapted their lessons in response to pupils' emerging knowledge and skills. Strong questioning and modelling sustained pupils' interest and contributed to their swift progress.
- Skilful questioning also features in mathematics. During lessons in Year 3, teachers used questions adeptly to move learning forward. A variety of tasks, including pictorial and worded problems, ensured a chance to 'have a go' and helped pupils gain confidence and deepen their understanding. In the Year 6 classes, skilful questioning allowed time for pupils to think before responding and enabled teachers to check their understanding. The 'learning line' provided a useful visual aid in helping pupils to reflect on their developing understanding as lessons progressed. The less confident pupils were well supported with concrete and pictorial aids. Teaching assistants made valuable contributions, for example in supporting pupils in reaching a great depth of understanding.

- Pupils' strong progress in English and mathematics is not at the expense of other subjects. During a Year 2 science lesson on habitats, for example, pupils' excitement for outdoor learning and the teacher's modelling of scientific language meant they were meaningfully engaged throughout. The use of mini plenaries divided the lesson into small sections.
- High quality learning was evident in other subjects, including history, religious education (RE) and personal, social and health education (PSHE). During a review of their work on invaders, all Year 5 pupils were talking, drawing, and discussing their experiences about a recent residential trip to York. One pupil remarked, 'It helped me to learn, and it was lots of fun. I got to hold a shield.' Positive outcomes were also evident from the results of a 'Kahoot' quiz.
- Year 1 pupils rose to the task of thinking about whether Easter is a sad or happy time for Christians. Their responses were valued so they were enthused to give ideas and contribute. One remarked insightfully, 'I think it's a bit of both'.
- Floor books, recording the wide-ranging work in RE and PSHE provide a clear picture of pupils' engagement and mature attitudes. Their comments on ideas such as positivity included, 'I plan on being more determined and keep trying', and 'The more mistakes you make, the more you will learn'.

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

- ... teachers consistently referred to prior learning to help ensure pupils drew on what they already knew.
- ... the working walls were kept up-to-date and relevant to pupils' current learning.

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

- Leaders keep a close eye on the personal development and academic achievement of disadvantaged pupils and those with additional needs. They are acutely aware of the variation in needs and ensure support is bespoke for individuals. Funding is used judiciously to provide support for enrichment activities and for additional teaching.
- Pupils who need to catch up are part of the tutoring programme provided by school staff and regular supply teachers. Their progress is tracked carefully using Scholar Pack. All teachers and support staff have access to the assessment information. This enables them to identify which interventions have had the most impact. Typically, disadvantaged pupils make at least similar progress to their peers and pupils with additional needs make the best possible progress from their starting points.

- In order to evaluate and refine the provision, a pilot project in Year 3 and 4 involves looking closely at the provision and outcomes for two pupils in each class. Teachers are investigating the barriers to learning and exploring the most effective ways of breaking them down.
- Communication with parents is a strength of the provision for both groups of pupils. The fact that 80% pupils with SEND are from outside the school's catchment area indicates its well-established reputation. Secure systems ensure swift identification, bespoke provision, and careful monitoring of pupils' progress.
- In learning explorations, pupils with additional needs benefited from the similar expectations for all pupils with scaffolding and adult support provided when necessary. Typical of this approach was the support provided for a small group by the class teacher during a Year 6 English lesson, which enabled them to join in with the whole-class learning being temporarily led by the teaching assistants. Teachers in Year 5 provided pictures during a history lesson which particularly benefited those with additional needs and those at an early stage of learning English.

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

No significant areas for improvement were identified during the review.

5. Area of Excellence

None submitted during this review.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.



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Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)