



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR THE LANES PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	25/05/2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	12/11/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	08/02/2022



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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:

Leadership at all levels	Effective
Quality of provision and outcomes	Leading

AND

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

Area of excellence	N/A
Previously accredited valid areas of excellence	N/A
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

The Lanes Primary School opened in 2017 following the amalgamation of the Meadow Lane Infant School and College House Junior School. The Lanes has operated as a split site school for over five years. Reception and Year 1 are based on the Meadow Lane site, where Year 1 pupils begin their Key Stage 1 education.

The school is popular. In 2022, there are 605 pupils on roll and almost all of its 630 places are filled. There are 440 pupils in Years 2 to 6. Approximately ten percent of the school population is classed as disadvantaged. A slightly lower proportion of pupils have English as an Additional Language (EAL); 20 of these pupils have recently joined from Hong Kong along with a small number from Ukraine. Ten previously Looked After Children attend this school, all of whom are adopted. The number of pupils from ethnic minority backgrounds is relatively small.

Around 60 pupils have special educational needs and/or disabilities (SEND) and three pupils are in receipt of an Education and Health Care Plan (EHCP). The Lanes Primary School is part of the Chilwell family of schools through which the school bids for funds to support pupils with SEND.

2.1 Leadership at all levels - What went well

- Leaders have responded with positivity, and superbly so, to their February 2022 Ofsted inspection. They know that Ofsted's formally identified areas for improvement require 'work in progress' rather than 'whole scale change'. School leaders are determined to continue deepening pupils' experience of the delivered curriculum, through strengthening further the impact of middle level leaders.
- Leaders have developed a truly inclusive school which is based around twelve values. Some pupils have worked with a local artist to design cartoon characters to represent these values. These values show that this school has a moral purpose based on friendship. Older pupils are able to apply some of the more complex values such as 'democracy' and 'responsibility' because of the carefully sequenced history curriculum and the well-crafted personal development programme.
- Staff categorically state that they 'are' included in decision making. Everyone contributes, with positivity, to this efficiently run school. Subsequently, senior leaders' evaluation is correct; devolved leadership is a growing strength.
- The Equality Duty appropriately underpins the school's ambitious curriculum, which excludes no one. Pupils of all abilities access the same reading books. By Year 6, every pupils' writing skill reflects the challenge of the texts they have read. Consequently, these older pupils show a maturity and resilience in their writing. For example, one of these pupils wrote, 'on the other hand, a plethora of dangerous and unpredictable animals await our arrival'.

- School leaders care passionately about staff welfare and their happiness. Dedicated staff meetings support colleagues' care, especially during times of heavy workload. Staff pride and morale are particularly high because leaders prioritise colleagues' well-being. Leaders are developing a 'staff menopause' policy, which will underpin the professional friendship that the school's Adult Mental Health First Aiders provide.
- Leaders have designed a curriculum that includes all pupils. They have consulted those most likely to be disengaged with the curriculum, especially 'White British' disadvantaged boys. As a result, their attitudes and levels of attendance show increasing positivity because they have engaged better with their learning.
- Leaders place great value on pupil voice and democracy. Pupils are elected to the School Council and talk with honesty about their experience in lessons. Leaders use their views to assess the impact of curriculum delivery. For example, pupils in Year 1 wanted to learn more about dinosaurs, which fostered an unexpected interest in their future careers. Many of these pupils wanted to become a palaeontologist when they 'grew up'.

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

... senior leaders capitalised further on the enthusiasm and commitment of middle leaders to improve pupils' progress and continually improve standards in their subject areas. They could do this through a culture of collaborative learning, professional dialogue, coaching and teamwork.

3.1 Quality of provision and outcomes - What went well

- Pupils' behaviour and attitudes are excellent. The school goes out of its way to provide exceptional opportunities to develop pupils' character. Pupils show responsibility when trusted to do a task. They follow instructions immediately and engage in meaningful conversations, 'looking you in the eye'.
- Teachers deliver a robust and relevant curriculum that promotes the 'Equality' agenda brilliantly because it encourages acts of selflessness with a deep concern for others. Consequently, pupils have learnt to respect others' significant achievements. In Year 2, pupils learnt about female role models who have changed society. These pupils were excited to learn about lesser known examples, such as Lady Elizabeth Butler who painted scenes of military campaigns at the turn of the 20th Century as well as the achievements of Florence Nightingale.
- Pupils learn not to stereotype through the school's personal development curriculum. During a 'Careers Aspirations Fortnight', they met people from the Fire Service, Rolls Royce and Nuclear Physics, many of whom were female and from

minority ethnic groups. Subsequently, these experiences have broadened pupils' horizons about possible future job roles and possibilities beyond Nottingham.

- Teachers ensure that pupils learn from an early age at 'The Lanes' about what makes for 'excellence'. Pupils have met with prominent local role models, including those from places such as Nottingham Trent University and Nottingham Forest Football Club. One Year 6 pupil commented that 'doing well at school is the start of being successful'.
- Teachers are actively involved in the review and revision of the curriculum. Their sequencing of tasks is clear because they understand what pupils need to know, and in which order. As a result, pupils progress positively because no teacher over plans or unnecessarily repeats tasks. For example, teachers have used their good subject knowledge to help pupils use technical vocabulary to improve their descriptive writing.
- Pupils in Year 3 follow an engaging curriculum in science, which starts with learning about mechanisms. Their feedback has influenced what content they learn. Previously, pupils learned about elements of transport. Currently, they have looked at Wallace and Gromit's brilliant inventions, which were linked well to their design technology construction of a bedside table lamp.
- Teachers use 'on the spot' strategies to assess pupils' writing in lessons. Often a teacher's advice has a single focus. For example, a teacher's immediate feedback was 'go and check your capital letters because you have missed some'. As a result, pupils' pride in their final, and perfected, edited piece of writing was palpable.
- Reception children made accelerated progress because teachers and higher level teaching assistants (HLTAs) made resources available to help them improve their writing about the book 'Superworm'. Teachers provided well-displayed prompts, as well as phonic and key words mats, to support the development of their stories. As a result, children have created written, oral and video stories which mirrored Superworm's kindness.
- Most children in Reception work at least to age expectations. Most children can form descending letters independently and can place these letters correctly in words, such as 'egg' and 'gold'. Few reverse their letters. Subsequently, many of these children are resilient in their consistent use of a finger space between words and the correct formation of letters.

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

- ... leaders researched what the best schools of a similar type provided for their pupils to flourish and leaders used this to create 'The Lanes' Way'. They could do this through teamwork to effect carefully led and managed school improvement, alongside the school's established dialectic style of 'attempt, reflect and improve'.

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

- Pupils with additional needs receive purposeful support from 23 teaching assistants (TAs), who are resilient and flexible in their approach. Consequently, TAs build a positive working relationship with these pupils and show an unconditional kindness to those who find forming relationships hard.
- School leaders ensure pupils with additional needs can access 'SEND friendly' resources. Many benefit from same day interventions which helps them retain key knowledge. Subsequently, these pupils' make secure progress.
- More pupils attend school diagnosed with autism spectrum disorder (ASD), many of whom show anxiety. Eight TAs have received training in Emotional Literacy Support. They have learned new skills to help these, and other pupils, adopt positive thinking. Subsequently, these pupils stay on task for longer.
- Teachers work with TAs to shape tasks for these pupils. TAs help them to decode unfamiliar words and use images to understand their meaning. They plan pre-reading activities and adjust a text's font size to ease reading. Consequently, pupils' inclusion in lessons is maximised.
- Pupils with SEND are fully involved in the 'home-school' reading programme. Some take home audio books which help to keep the narrative alive in their working memory. Most can recall the story's main features the following day.
- Disadvantaged pupils are not forgotten in lesson planning. Most mathematics lessons start with a problem solving task and teachers insist these pupils show every stage of their working. Few of these pupils fall behind.
- The SEND leader is passionate about engaging families of pupils with additional needs. Leaders listen to these parents, which they appreciate, as this helps them to understand their child's educational needs better.

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

... subject and phase leaders tracked and evaluated the engagement of those pupils with additional needs within the wider and personal development curriculum.

5. Area of Excellence

None identified during this visit.

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

School leaders would like to access support, time and resources to develop a coherent and comprehensive area of excellence for 2022/2023 which will, in turn, help secure a judgement of 'Leading' overall.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

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.

Schools can also attend Sharing Leading Practice 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.