

Inspection of Long Lane Church of England Primary School

Long Lane, Dalbury Lees, Ashbourne, Derbyshire DE6 5BJ

Inspection dates: 28 and 29 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Previous inspection grade

Inadequate

What is it like to attend this school?

Long Lane is a warm and welcoming school. Pupils are proud to attend. They get on well with each other and the adults they work with. As one pupil said: 'It's a small school. We all get to know everyone and enjoy being together.' Parents agree.

Pupils behave well and know what is expected of them, including the school's golden rules. They know why it is important to be gentle, kind and helpful, to listen, to be honest, to work hard and to look after property. They enjoy moving up through the traffic light reward system and earning 'Dojo' points. They understand what happens in the event of poor behaviour. A rating of red is taken seriously. However, pupils say that this rarely happens.

Pupils relish social times. Pupils of all ages play cooperatively outside. They enjoy being on the field and making use of the wide range of equipment that is available.

Like pupils, staff and parents are positive about the school. They say that pupils are well catered for. However, while the school has improved significantly over the last year, it is still not good. Weaknesses in the curriculum and the provision for pupils' personal development remain.

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

Teaching pupils to read is a curriculum priority. The school's phonics programme is well organised. It is taught well. Pupils learn sounds in a logical order. The books that pupils read are closely matched to the sounds they know. As a result, pupils quickly master phonics.

Leaders have designed and implemented a well-thought-out curriculum. Overall, it sets out what pupils are to learn at each stage of their education. Where it has been fully developed, it is well sequenced. In these instances, it builds on what pupils have learned before and prepares them well for what comes next. However, this work is incomplete. Some parts of the curriculum are not yet fully sequenced. Leaders are working swiftly to address this. Additionally, while the curriculum sets out what pupils will study, it does not make clear enough the precise knowledge that pupils are to acquire.

Provision for pupils with special educational needs and/or disabilities (SEND) has improved. The new special educational needs and disabilities coordinator (SENDCo) has quickly put in place systems to identify pupils with SEND. Plans outline the help that should be in place for pupils. However, in some cases, the targets contained within these plans are too broad. They do not set out what pupils are expected to achieve over shorter periods of time. As a result, in some cases, adults do not provide the right support at the right time.

Provision for pupils' personal development has been strengthened. Leaders have thought carefully about how to promote pupils' social, moral, and cultural development. There is a comprehensive programme for personal, social and health education (PSHE) in place. There has been a focus on teaching fundamental British values and the protected characteristics. However, this work is at a very early stage of development. It has not yet resulted in pupils having a full grasp of what they learn. For example, pupils can name different protected characteristics, but they do not understand what they mean in the context of life in modern Britain.

The quality of leadership has strengthened considerably over the last 12 months. Senior leaders have a much sharper understanding of their roles and responsibilities. Effective accountability and quality assurance measures have been introduced. As a result, there is a shared purpose across the staff team. The implementation of the curriculum is improving. However, many of these measures are still in their infancy and have yet to impact on the overall quality of education provided. Nevertheless, the school has the capacity for continued improvement.

Governors provide effective challenge and support. They have ensured that the work of the local authority and that of the supporting multi-academy trust has been combined and has secured improvements.

Safeguarding

The arrangements for safeguarding are effective.

Keeping pupils safe is the school's highest priority. Staff are trained to spot the indicators that may mean that pupils need help. Safeguarding training for staff is comprehensive and regular. Leaders regularly check that staff know and remember training content. Weekly reminders and agenda items keep safeguarding front and centre of the work of adults in the school. Leaders take swift action when it is needed. They systematically return to issues to check that the actions taken are having a positive impact.

Safeguarding records are detailed and shared with those who need to know.

Governors carry out a wide range of checks to ensure that safeguarding arrangements are working effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum planning and implementation are incomplete. In some places, the curriculum has not been fully sequenced. This means that it does not make consistently clear what pupils will learn and when. Leaders should ensure that the

curriculum is fully planned and sequenced to enable pupils to achieve well across the curriculum.

- The curriculum sets out what pupils will study. However, it does not make clear the knowledge that pupils are expected to acquire and commit to their long-term memory. As a result, teachers do not know which aspects of the curriculum to prioritise. Leaders should ensure that the curriculum makes clear the precise content that pupils are expected to know and remember.
- Pupils with SEND have plans in place that outline the help they should receive. The targets within these plans are too broad. They do not set out precisely what pupils are expected to achieve on a termly basis. As a result, some adults do not provide the right sort of support at the right time. Leaders should ensure that plans for pupils with SEND contain targets that are specific and measurable.
- Work to promote pupils' personal development is at a very early stage of implementation. It has not yet resulted in pupils having a full grasp of what they learn. Leaders should ensure that the school's personal development programme is fully implemented and results in pupils learning and remembering the content of the PSHE curriculum.
- Effective accountability and quality assurance measures have been introduced. However, many of these measures are still in their infancy and have yet to impact on the overall quality of education provided. Leaders should ensure that their recently introduced measures are embedded and fully impact on the quality of education at the school.

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.

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

Unique reference number	112846
Local authority	Derbyshire County Council
Inspection number	10265750
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	25
Appropriate authority	The governing body
Chair of governing body	Rachel Yemm
Headteacher	Teresa Bosley
Website	www.longlane.derbyshire.sch.uk
Date of previous inspection	21 and 28 June 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Acorn Federation. The executive headteacher is also the headteacher of Marston Montgomery Primary School.
- The school is a voluntary-controlled Church of England school in the Diocese of Derby. The most recent section 48 inspection took place in March 2017. This is an inspection of the school's religious character.
- The school does not use any alternative provision.
- The school runs a before- and after-school club, which is managed by the governing body.
- Currently, there are three children in the Reception Year. The early years was inspected alongside the key stage 1 provision and as part of the quality of education judgement. No separate judgement was made for the early years.
- The school has received support from a local multi-academy trust.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the lead teachers, curriculum leaders, the early years leader, the SENDCo and groups of staff and pupils.
- Inspectors carried out deep dives in three subjects: reading, mathematics, and geography. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also spoke to leaders, looked at curriculum documentation for a range of other subjects, including computing, history and physical education.
- The lead inspector met with representatives of the local governing body, including the chair. He met with a representative of the local authority. He also held a telephone discussion with a representative of the multi-academy trust that has been providing support to the school.
- Inspectors took account of the responses to the Ofsted Parent View survey and written comments from parents. Inspectors spoke informally to parents outside the school. Inspectors considered the responses to Ofsted's staff survey.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground. An inspector visited the school's breakfast club.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Rachael Snowdon-Poole

Ofsted Inspector

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