

Inspection of Lanesend Primary School

Love Lane, Cowes, Isle of Wight PO31 7ES

Inspection dates:	1 and 2 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher is Victoria Sutton. This school is part of the Diocese of Chichester Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mark Talbot, and overseen by a board of trustees, chaired by Nick Taunt. There is also an interim executive principal, Alex Augustus, who is responsible for this school.

What is it like to attend this school?

Lanesend is a warm, welcoming school that nurtures its pupils. Pupils are proud of their school. They care for each other and the environment. The school's values of pride, belonging and respect underpin all aspects of school life, and this means that pupils are happy and safe. Everyone belongs to 'Team Lanesend'.

The school is ambitious for its pupils, including those with special educational needs and/or disabilities (SEND). The school now provides its pupils with an improved quality of education since the last inspection. Pupils enjoy the more enriched curriculum and are benefiting from a more consistently applied behaviour policy. In lessons, pupils typically pay attention, join in and work hard. Outside they play happily and collaboratively with one another.

The school is deeply committed to pupils' personal development. From the start of Reception Year, the school successfully teaches children the difference between right and wrong. As they grow, pupils learn to celebrate differences and develop tolerance. This enhances their understanding of being part of modern British culture. Clubs and educational trips further enrich the pupils' school days and develops their wider interests. The school is proud of its achievements in sport and performing arts, knowing this develops the whole child.

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

Since the last inspection, the school and trust have developed an ambitious curriculum. It includes the essential knowledge, skills and vocabulary that pupils need to learn and when. This well-structured curriculum helps teachers to know what to focus on in their teaching. However, due to the speed of implementing this new curriculum, opportunities for the school to monitor its full effectiveness have been limited. As a result, some adaptations, although considered and responsive, could be made more promptly to ensure that more pupils have the opportunity to learn as well as they could.

Reading has now been prioritised. Most pupils leave key stage 1 with secure phonics knowledge. The books pupils read are closely matched to the sounds that they know. This helps them to build fluency and confidence. Teachers check regularly to identify any pupils who might be falling behind in phonics. These pupils are quickly given the help they need to catch up. As pupils progress through the school, they become confident, fluent and thoughtful readers who enjoy a wide range of texts.

The activities given to pupils usually enable them to learn the curriculum well. In subjects like science and physical education, pupils learn and remember key skills which develop progressively as they move through the school. However, in a minority of subjects, teachers' checks do not always highlight and address previous gaps or misconceptions in pupils' knowledge from earlier, when the curriculum was less secure. This hinders the ability of these pupils, especially older pupils, to make sense of new learning, including in writing.

The school has a significantly large proportion of disadvantaged pupils, including many with SEND. It has trained its staff to swiftly and accurately identify pupils' needs and put effective support into place. For example, teachers use a range of techniques to adapt learning activities carefully. Consequently, pupils with SEND experience success in their learning and achieve well.

The school has recently adapted its behaviour policy to enable a more consistent and effective approach. In the early years, children share, take turns and listen well to one another. Older pupils typically understand the expectations of how they should behave. The pupils themselves see that behaviour has improved and enjoy being rewarded for doing the right thing. The school's approaches to ensuring that pupils attend school regularly are successful.

The school promotes pupils' broader development effectively. This begins in the early years when, for example, children learn about protecting nature. Older pupils appreciate the opportunities to take on responsibilities and build self-confidence. They learn to keep safe both online and in the real world. Pupils feel confident that they leave the school in Year 6 ready for the next step.

The school has experienced a period of instability since the last inspection. During this time, both the trust and local governing body have maintained a secure and purposeful oversight. They closely check the school's effectiveness and ensure that the decisions for school improvement are made in the best interests of pupils. However, a significant proportion of parents and carers that responded to the Ofsted Parent View survey do not feel that communication between school and home is as effective as it could be. These parents do not feel as involved in their children's school experience and progress as they would like to be.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some older pupils have gaps in their knowledge as a result of weaknesses in the previous curriculum. Some of these gaps have not been identified or addressed and this hinders the ability of these pupils to make sense of new learning. The school should ensure that teachers are able to identify and remedy these gaps in pupils' knowledge.
- There have been limited opportunities for the school to check how well the full curriculum is being taught, including in core subjects. As a result, the delivery of the

curriculum is not having the full impact on pupils' achievement that it could. The school should effectively monitor the delivery of the curriculum so the right adaptations can be made in a timely manner.

- The school does not always provide parents with consistent information and feedback about how well their children are learning. This makes it difficult for parents to understand and engage with their children's school experience. The school and trust should ensure that parents are supported through proactive and responsive communication channels.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141305
Local authority	Isle of Wight
Inspection number	10341781
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	Board of trustees
Chair of trust	Nick Taunt
CEO of the trust	Mark Talbot
Headteacher	Victoria Sutton (headteacher) Alex Augustus (interim executive principal)
Website	www.lanesendprimary.co.uk
Dates of previous inspection	14 and 15 September 2022, under section 5 of the Education Act 2005

Information about this school

- The school joined the Diocese of Chichester Academy Trust in February 2024.
- Since the last inspection, a new headteacher took up post in September 2023. However, during the headteacher's recent absence, an interim executive principal has been leading the school since March 2025.
- The trust has appointed a new head of school to begin their post in September 2025.
- The school runs its own before- and after-school childcare provision.
- The school currently uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors met with the interim executive principal and other leaders within the school. The lead inspector also met with the chair of trustees, educational representatives from the trust and members of the local governing board, including the chair of governors.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of local governing body and trustee meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View. Two inspectors also spoke with parents on the first day of the inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through the classroom visits, group discussions, the pupil survey, as well as at playtime and lunchtime.

Inspection team

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