

School inspection report

18 to 20 March 2025

Lady Lane Park School

Lady Lane

Bingley

West Yorkshire

BD16 4AP

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders use their understanding of pupils' needs to establish policies and procedures that promote pupils' wellbeing. The school's success in meeting its aims is evaluated by leaders reflectively and systematically. They make information available to parents about the school and their children's activities and progress on a frequent basis. They take parental concerns and complaints seriously, using the insight gained from these to identify next steps for the school. Leaders evaluate the risks specific to the school and the pupils effectively and implement suitable control measures.
2. Suitable curriculum plans are in place to ensure pupils have the opportunity to learn and make progress. Leaders have effective systems in place to support pupils who have special educational needs and/or disabilities (SEND). Pupils are engaged in their learning and understand how to improve their work. Teachers provide feedback in lessons which is closely tailored to pupils' needs. Teachers assess pupils' work regularly but do not consistently plan lessons that take pupils' prior attainment into account.
3. Leaders share their high expectations of behaviour and respect with all members of the school community. Staff use their detailed understanding of pupils' needs to provide the support and guidance they need. Pupils learn about and value the diverse backgrounds and faiths of those in their school community and in the wider world. Pupils have an understanding of the features of healthy relationships and healthy lifestyles. Early years staff help children to learn about the importance of a balanced diet at snack times. However, healthy choices are not consistently promoted by the options available at lunchtimes.
4. Pupils develop an appreciation and respect for different cultures and beliefs. They have an understanding of right and wrong and a readiness to take responsibility for their actions. Pupils engage with the local community and take part in charitable fundraising. They develop an understanding of how to make decisions about money through school events and personal, social, health and economic (PSHE) lessons.
5. Leaders have put in place suitable procedures and practices to safeguard pupils. Staff have a secure awareness of their responsibilities. Leaders have a thorough understanding of the potential safeguarding risks to pupils and have suitable measures in place to mitigate these. A rigorous system is in place to ensure the necessary checks are undertaken before adults begin working in the school. Pupils have adults they trust with whom they can share their concerns in school and understand how to stay safe when they are online.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that teachers' planning consistently provides activities which are matched to pupils' prior attainment so that all pupils are able to extend their knowledge and understanding
- develop children's understanding of how to stay healthy by ensuring nutritious food options are consistently provided and actively promoted to them.

Section 1: Leadership and management, and governance

6. Leaders have a clear vision for the development of the school and of the actions that are needed to fulfil its aims. They continually seek ways to help pupils achieve success and personal fulfilment in preparation for their futures. Leaders take a systematic approach when evaluating the school's success in meeting the Standards. They identify key areas for improvement, acting on these in a timely manner, with demonstrable and positive results. Leaders are readily available to pupils and parents to gather information about the school's success in meeting pupils' needs and use this to inform their future planning.
7. Leaders draw up policies and procedures that promote pupils' educational, physical and emotional wellbeing. They communicate these regularly to staff and pupils so that all members of the school community are aware of their roles and responsibilities. Leaders monitor the consistent implementation of policies including through lesson observations and scrutiny of behaviour logs.
8. Governors maintain effective oversight through regular meetings and reports. They undertake visits to the school to meet with senior leaders and scrutinise records to assure themselves that leaders are fulfilling their responsibilities effectively. Governors evaluate the skills and knowledge of leaders to ensure they are suitable when appointing them to their roles. They provide support and challenge to the newly appointed senior leadership team in their implementation of the school development plan.
9. Information about the school's policies and procedures is made available to parents and prospective parents on the school website. Parents of children in the early years receive detailed information about the day-to-day routines of the setting and the activities provided for their children. Leaders and class teachers provide regular updates about the curriculum and class activities in a range of formats. Parents receive information about their children's progress and attainment in annual reports and at regular information evenings.
10. Leaders respond to concerns and complaints from parents promptly and in line with the school's stated procedures. Leaders record concerns in detail, making effective use of these to identify trends and to inform planning and development.
11. Leaders work collaboratively with external organisations and advisors to promote pupils' wellbeing. They liaise effectively with local agencies in relation to safeguarding and work closely with the local police force who help provide guidance to pupils on how to stay safe.
12. Leaders have a thorough understanding of the risks associated with the school environment and in relation to its specific context. Staff understand the part they play in assessing and mitigating risks. There is a systematic approach to health and safety, for example in the daily checks undertaken of classrooms, detailed preparations for educational visits and leaders' regular monitoring walks.
13. Leaders promote principles of equality and respect, in line with the requirements of the Equality Act 2010. They introduce pupils to the ways in which people's lives may differ from their own, underpinned by an understanding of equality and respect. They pay close attention to the support needed by pupils in the school to fully access the curriculum and ensure this is in place. A suitable accessibility plan is in place to improve access to the building, information and the curriculum over time.

The extent to which the school meets Standards relating to leadership and management, and governance

14. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

15. Leaders plan a curriculum that provides opportunities for pupils to acquire new skills and knowledge in all subject areas. Pupils of all ages make good progress. They are well prepared for the next stages in their education, including when moving to their senior schools.
16. Children in the early years acquire confident communication skills through storytelling, conversations and sharing their ideas. They develop their mathematical understanding throughout the day, such as when counting snacks or identifying the shapes of sandwiches. Leaders adapt curriculum plans in response to children's interests and needs. They assess children's learning and monitor this closely, identifying next steps for each child so that they can make good progress. Staff communicate frequently with parents, providing updates about their child's progress and how they can support them at home.
17. Leaders implement a programme of assessment which provides information about pupils' attainment and progress. Subject leaders in English and mathematics use this data to inform their planning and in the monitoring of teaching and learning in their subjects. However, the use of data to inform the planning of teaching across the wider curriculum or to identify whole-school trends is not yet fully embedded.
18. Teachers have good subject knowledge. They use targeted questioning to challenge pupils to apply their knowledge to new problems. Teachers use a range of resources to help make lessons interesting and enable pupils to deepen their knowledge and understanding. Pupils are attentive and engaged in their learning. They behave well in lessons in response to their teachers' high expectations. Teachers provide clear and specific verbal feedback and guidance to pupils as they assess their progress within lessons. Pupils respond thoughtfully to written feedback when this is provided, using it to identify the next steps in their learning.
19. Leaders work closely with class teachers to identify measures that will help pupils who have SEND to make good progress and achieve well in class. Teachers integrate tailored strategies into their lessons to support pupils' specific needs. They make effective use of additional members of staff in the classroom so that pupils can work on individual activities that are appropriate to their needs.
20. Pupils of all ages are articulate speakers and attentive listeners. Teachers set personalised targets which help pupils to improve their writing across the curriculum. Pupils write with attention to detail in reports on topics ranging from ancient Egypt to the solar system. They use adventurous vocabulary in their story writing and when creating advertising material. Leaders promote a love of reading across the school and plan a curriculum based around books that capture pupils' interest and imagination. This helps pupils to develop their comprehension skills from an early age and to identify inferred meaning within texts.
21. Teachers use a range of activities and teaching methods to develop pupils' mathematical understanding. The maths passport programme provides challenge for pupils at all stages of their learning in computational skills so that they achieve well in their number work. Pupils demonstrate a thorough understanding of scientific topics such as electricity and materials, although activities in lessons do not enable them to develop their skills of investigation to an equal level. Leaders provide specialist teaching in music and drama, where pupils develop their skills in lessons and through regular opportunities to perform in and outside school. Pupils develop their artistic skills within

projects linked to their topic work and their local area, such as when painting Greek vases or depictions of the nearby canal.

22. Teachers include activities in English and mathematics lessons which present pupils with different levels of challenge. This allows pupils to identify the tasks that are best suited to them, based on their previous learning. In some lessons, teachers adapt the activities planned in response to their assessment of pupils' learning within the lesson. However, planning does not always identify pupils who will need adaptations to classroom activities in all subjects. This means that, in some lessons, pupils requiring additional challenge or support do not make as much progress as they could because tasks are not matched sufficiently closely to their prior attainment.
23. Leaders have suitable plans in place to support pupils who speak English as an additional language. Teachers assess pupils' needs within lessons and individual or in-class support is provided when required to help pupils develop their vocabulary and understanding of language.
24. A number of activities are open to pupils outside lessons which enable them to develop their creative skills and explore new interests. These range from board games and construction clubs to those where pupils learn Spanish and sign language.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 25. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

26. Leaders promote pupils' physical and emotional wellbeing through well-established policies and procedures, alongside supportive and respectful relationships between pupils and staff. Pupils are confident and develop an understanding of their own strengths and areas for development through the guidance and feedback they receive both in and outside the classroom.
27. Adults in the early years maintain warm relationships with children in the setting. They provide guidance and support so that children develop confidence and independence. Children learn to follow increasingly complex instructions and to focus their attention on a task until their goal is accomplished. Children learn about the importance of making healthy choices in their diet through guidance on the snacks they bring to school. However, healthy choices are not consistently promoted or made available to them at lunch times.
28. The PSHE curriculum helps pupils to prepare themselves for their future lives alongside assemblies and school events. Teachers plan activities that enable pupils to learn about and respect the differences between people in their school and the wider world through discussion and reflection.
29. The PSHE programme includes suitable content about relationships education. This enables pupils to develop insight into their own and others' lives and to understand and recognise the features of healthy relationships. Leaders monitor teaching and seek pupils' views on their experiences of lessons, identifying ways in which the curriculum can be improved to better meet pupils' needs.
30. Leaders enable pupils to develop their spiritual knowledge and understanding through opportunities to reflect on their own and different faiths. The religious education curriculum is complemented by assemblies and the marking of celebrations which are important to members of the school community. Pupils have a clear interest in and respect for the part that different faiths play in people's lives.
31. Staff in the early years provide sensitive guidance so that children learn to manage their emotions and begin to understand and consider the feelings of others. Pupils have a thorough understanding of how they should behave in school. Staff implement the behaviour policy consistently and fairly, and pupils adhere well to their expectations. Leaders monitor behaviour concerns so that trends can be identified and addressed at an early stage. They work closely with staff to support the needs of individual pupils in managing their behaviour.
32. Leaders provide guidance for pupils and staff about how to prevent, report and manage bullying. They are alert to specific circumstances in which bullying may occur and take steps to reduce the risk of this happening. Instances of bullying are rare, and leaders take swift and effective action when they occur.
33. Staff in the early years plan activities that enable children to develop their fine motor skills in readiness to write and use equipment safely. Children develop their larger movement skills and co-ordination through the use of playground equipment and whole-class movement sessions. Older pupils' physical development is promoted through a broad physical education (PE) curriculum. They develop confidence and teamwork in PE lessons and within a range of sporting clubs and

competitive fixtures. Leaders seek to identify pupils' sporting interests and to incorporate these into the curriculum and activities programme.

34. Pupils learn about the features of healthy lifestyles in PE and science lessons and can explain the components of a balanced diet. However, lunch menus are not consistently balanced and nutritious. When healthy options are provided these are not always actively promoted to enhance pupils' understanding of the benefits of healthy eating.
35. Leaders implement a systematic programme of health and safety checks. The premises are well maintained, and any deficiencies are quickly rectified. Suitable arrangements are in place to mitigate potential risks from fire.
36. Leaders maintain detailed records of attendance and admissions which pay due regard to statutory guidance. They monitor pupils' attendance and act appropriately when concerns arise. The local authority is informed when pupils leave or join the school at non-standard transition points.
37. Pupils are supervised throughout the school day by an appropriate number of adults with clear roles. Suitable procedures are in place for pupils who are injured or unwell to be treated and cared for by appropriately trained staff. Leaders obtain information about pupils' medical and dietary needs and make suitable arrangements to ensure their needs are met.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

38. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

39. Leaders provide opportunities for pupils to prepare to take up their places in British society through the curriculum and a range of experiences and events. They effectively promote key values of respect and tolerance through the PSHE curriculum and assemblies. These allow pupils to learn about and understand their own and different cultures and the diverse ways in which people live their lives.
40. Leaders and staff communicate the importance of caring for others, leading by example in their dealings with pupils and with each other. Pupils demonstrate an understanding of their social responsibilities in school and the wider world. They unhesitatingly support their peers in and outside the classroom and readily volunteer their help if it is needed.
41. Leaders help pupils to understand the meaning of democracy and how this works in British society. Pupils engage in the democratic process through voting for school council members and are confident that they represent their shared interests. Leaders respond positively to suggestions from the council, which in recent years have included the introduction of Eid celebrations to mirror those held at Christmas. Leaders seek and respond to pupils' views through surveys on different aspects of school life, ranging from their favourite books to their experiences when taking part in musical productions.
42. Pupils have a clear understanding of the roles that public services such as the police play in society. They understand how the government is formed and that its members are responsible for passing laws. The PSHE curriculum enables pupils to gain a detailed understanding of the difference between their school rules and the law of the land. Pupils know that the reasons behind them and the consequences of breaking them are different and can explain why both are necessary. Pupils understand the importance of adhering to a shared moral code and of taking responsibility for their actions.
43. Leaders provide opportunities for pupils to contribute to the lives of others in school and further afield. Pupils engage with the local community through singing at residential homes and making harvest donations. They raise funds for local, national and international charities, including through bake sales initiated by the school council.
44. Pupils take on responsibilities in school, including as head pupils and by leading assemblies. They learn about the roles they may take on in society in the future through visitors who tell them about the different jobs they do, such as writing, caring for animals and playing sports. Pupils collaborate well with their peers in lessons and in sporting activities, developing effective communication and teamwork skills.
45. Pupils develop their economic understanding through opportunities to make decisions about how they will spend their money, for example, at book fairs and cake sales. They learn about the importance of careful budgeting on school trips and in PSHE lessons.
46. Staff in the early years support children in learning how to make good friendships and resolve conflicts peaceably. They guide children in learning to take responsibility for their actions. Children spontaneously help each other and readily work together in their learning and play and when tidying

the classroom. Leaders broaden children's knowledge and understanding of the wider world through visitors who tell them about their roles in society, such as policing and dentistry.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

47. All the relevant Standards are met.

Safeguarding

48. Leaders promote an understanding throughout the school that safeguarding is a shared responsibility. They draw up and effectively implement policies and procedures which reflect current statutory guidance and the needs of the pupils in the school.
49. Staff, leaders and governors are suitably trained and have a secure understanding of the part they play in carrying out school policies and procedures. Leaders maintain detailed, secure records of concerns and liaise promptly with external agencies as required.
50. Concerns about the welfare of pupils are reported without delay and staff ensure that pupils get the help and support they need. Suitable arrangements are in place for the management of allegations of child-on-child abuse. Staff understand and adhere to the school's policy on the use of mobile devices in the early years setting.
51. Staff have a clear understanding of the staff code of conduct and of the need to report concerns about it not being followed in practice without delay. Leaders manage concerns about the behaviour of adults in the school in line with statutory guidance.
52. Pupils are confident that there are trusted adults in school with whom they can share their concerns. Leaders provide guidance for pupils through the PSHE curriculum, assemblies and visits from the police and other speakers as to how to stay safe, including when they are online. Pupils take the advice they are given seriously and have a detailed understanding of the potential dangers that they need to be aware of and how to avoid them. Governors ensure that a suitable system for filtering the internet within the school is in place. Pupils' use of the internet is monitored, and the system is checked on a regular basis.
53. Leaders have considered carefully the potential safeguarding risks to pupils in the school. They make a thorough assessment of risks in a range of safeguarding contexts, identifying and implementing suitable measures to mitigate them. Leaders have drawn up an appropriate assessment of risk in relation to radicalisation.
54. Leaders have a thorough understanding of the checks that are required to be undertaken before staff and volunteers begin work at the school. A rigorous system is in place to ensure these are completed in a timely manner. Accurate records of checks are kept in staff files and on a single central record (SCR) of appointments.
55. Governors maintain oversight of safeguarding through regular visits to the school and through an annual review of policy and procedures.

The extent to which the school meets Standards relating to safeguarding

- 56. All the relevant Standards are met.**

School details

School	Lady Lane Park School
Department for Education number	380/6107
Registered early years number	2788548
Address	Lady Lane Park School Lady Lane Bingley West Yorkshire BD16 4AP
Phone number	01274 551168
Email address	secretary@ladylanepark.co.uk
Website	www.ladylaneparkschool.co.uk
Proprietor	Alpha Schools Holdings Limited
Chair	Mr Ali Khan
Headteacher	Mrs Emma Arnold
Age range	9 months to 12 years
Number of pupils	145
Number of children in the early years registered setting	37
Date of previous inspection	15 to 18 March 2022

Information about the school

57. Lady Lane Park School is a co-educational day school located in Bingley, West Yorkshire. It is owned by Alpha Schools Holdings Ltd and is governed by the directors of the company. The school consists of a pre-school for children aged three to four years, a pre-prep for pupils aged four to seven and a prep for pupils aged seven to eleven. The headteacher took up their post in September 2023. A concurrent inspection of the registered early years setting for children aged nine months to three years was undertaken at the time of this inspection. This was carried out by Ofsted.
58. There are 23 children in the early years setting, in one Nursery class and one Reception class. The registered early years setting caters for 37 children across three classes.
59. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
60. The school has identified English as an additional language for 24 pupils.
61. The school states its aims are to enable pupils to grow physically, emotionally and intellectually so that they are able to achieve personal success and fulfilment. It seeks to prepare pupils for the future through an understanding of the wider world and to foster a lifelong enjoyment of learning.

Inspection details

Inspection dates

18 to 20 March 2025

62. A team of three inspectors visited the school for two and a half days.

63. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

64. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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