

Linslade Lower School

URN: 109515 | Inspected: 25 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Pupils typically achieve well across subjects. Overall, pupils secure the important building blocks of knowledge they need to be successful. This is reflected in pupils' performance in national curriculum tests for the multiplication tables check and Year 1 phonics. It is also shown in the knowledge of pupils and the quality of work they produce. Pupils often skilfully use their existing knowledge when encountering new learning. For example, in geography, pupils have a secure understanding of important geographical features. This helps them to make useful and appropriate links when new concepts are introduced. Overall, pupils are well prepared for their next stage of learning. They have the knowledge and skills they need when they leave at the end of Year 4. That being said, some pupils do not continue to improve their writing as quickly as they could. These pupils require more consistent support to do this.

Curriculum and teaching

Expected standard

The school has identified the important knowledge pupils need to learn across subjects and ordered this logically. Regular staff training ensures that teachers usually have the knowledge and expertise they need to teach the curriculum. This is shown in the way teachers check pupils' understanding. They often use these checks to adapt their teaching well. This helps pupils to build on what they know and can do. For example, staff help pupils to make links between their knowledge of times tables and other mathematical knowledge. Typically, pupils secure the important building blocks of knowledge in reading, writing and mathematics that they need for future learning. Should pupils require extra help in these areas, the school identifies these pupils quickly and puts in place mostly appropriate support. This is particularly impactful in reading. Here, pupils are well supported to become more confident and fluent readers. Pupils also close many of their gaps in writing knowledge. However, there are instances where staff do not provide some pupils with the consistent support they need to improve their writing. Leaders have rightly prioritised improving writing. While they have had some success, there remains more to do to fully support some pupils to close their gaps.

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Early years

Expected standard

The school ensures that children make a positive start to their time in the Nursery and Reception classes. Well-trained staff are skilled at quickly building warm and positive relationships with children and their families. Staff understand how the curriculum has been designed to support children to become effective learners. Staff carefully balance adult-led learning with activities for children to complete independently or with their peers. This helps children to practise what they have been taught. Staff accurately check children's starting points. They typically adjust the curriculum to meet children's needs. This helps children to secure important knowledge which helps them with future learning. For example, children develop effective fine motor skills, which helps them when they start to write. Across the curriculum, children are well prepared for Year 1 and beyond. Developing a love of language and a broad vocabulary is a focus of the curriculum across the early years. Children love to join in with singing songs and nursery rhymes to further develop their language. They do this well. This helps children when they start to learn to read through structured phonics teaching. Children are able to identify the sounds that letters make and blend them together to read new words.

Inclusion

Expected standard

The school identifies the specific needs of pupils with special educational needs and/or disabilities (SEND) well. This begins when children start in the early years. When relevant, the school uses information contained in pupils' education, health and care plans effectively to identify pupils' specific targets. Leaders provide appropriate training for staff in how to meet pupils' individual needs. Consequently, barriers to learning are typically addressed quickly and effectively. For example, staff support pupils to close gaps in knowledge during focused interventions. This helps these pupils when they encounter new learning. The school engages very well with other professionals. Staff use the expertise of others to help them to decide on the support that pupils need to achieve well. Parents and carers of pupils with SEND also play an active role in shaping the support on offer. They are highly positive about the way the school helps their children to thrive. Pupil premium funding is used effectively by the school to support disadvantaged pupils to overcome the barriers they may face. Leaders routinely check the impact of the support that staff offer pupils. This helps the school to understand where strategies need to be adapted as pupils' needs change.

Leadership and governance

Expected standard

Governors keep a close eye on the school. They ensure that leaders meet their statutory duties. This includes checks on the effectiveness of the use of pupil premium funding for disadvantaged pupils. Governors consider carefully how well leaders are working towards making school improvements. They provide leaders with appropriate support and challenge. Leaders know the strengths of the school well. They identify clear priorities

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for development across different areas of the school. They have had success in this work. For example, leaders have sharpened how staff identify pupils' special educational needs and/or disabilities, so this is now completed in a timelier way. It is a real strength of the school. However, sometimes leaders and governors are less clear about the intended impact of school improvement priorities. This makes it hard for leaders to know how successful their school improvement work is. Meaningful engagement with parents and carers and staff is a high priority for leaders. They work well with the staff team to provide them with effective professional development. Staff appreciate this training as it helps them to provide the right support to pupils. Parents are effusive in their praise for the school. They value the way leaders make decisions in the best interests of pupils. Parents appreciate the way the school supports their children across all aspects of school life, so that they are well prepared for life after Linslade.

Personal development and wellbeing

Expected standard

The school's personal, social, health and economic (PSHE) education curriculum is clearly designed. It is structured to help pupils secure the important knowledge they need for life after Linslade. The school carefully adapts the PSHE curriculum to suit the context of the school. For example, important content around the potential risks of mobile phones is taught in preparation for pupils moving on at the end of Year 4. Pupils also secure their understanding of important knowledge about relationships. They understand what constitutes a healthy relationship and the signs of an unhealthy one. The school's personal development offer is closely aligned to its core values and 'learning powers'. Pupils value working collaboratively through the regular circle group sessions. Year 4 pupils become more responsible through keeping the minutes of these meetings. Leaders listen to what pupils say during these sessions to help them improve the wider enrichment offer. Pupils appreciate having a positive impact on what happens in school. Disadvantaged pupils have interesting opportunities to develop existing and learn new talents and interests. They particularly enjoy representing the school in local sporting competitions and singing in the school singing club. Enrichment extends beyond clubs into the curriculum. Trips and themed days are highlights of the school year for many pupils. These are chosen to help pupils learn more about the curriculum but also provide pupils with many happy memories. Pupils are incredibly respectful of differences. This includes the differences they have. Pupils love learning about some of the different languages their classmates speak at home.

They are proud to share their different backgrounds with each other. This helps to build the welcoming community that exists in the school where pupils truly feel like they belong.

What it's like to be a pupil at this school

Pupils love coming to Linslade Lower School. They arrive in the morning to a warm welcome from attentive and caring staff. This helps pupils to quickly settle into learning. Pupils enjoy the lessons they study at school. They love to learn about different periods of history or the different religious beliefs that people hold. The school is proactive in identifying barriers to learning that pupils face. It works swiftly and successfully to remove these. This includes supporting families where pupils may have barriers to attending school regularly. The school's

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effective approaches result in pupils attending well. Pupils enjoy taking on positions of responsibility such as eco-monitors and young leaders. These help to build pupils' confidence. They love the different opportunities the school provides for them to develop talents and interests. Representing the school as members of the boys' and girls' 'Leo football' teams is a great source of pride for many pupils. They equally enjoy the interesting trips they go on such as to local museums or zoos. These trips help pupils to learn more about the subjects they study in school. Relationships are positive across the school. Pupils enjoy coming together to eat in the dining hall and chat about their day. The school playground is a hive of activity where pupils happily play football, skip and traverse the climbing frame. Behaviour in classrooms is typically positive. Pupils want to learn. They often work hard so they can demonstrate their 'super six learning powers'. For example, pupils understand the importance of showing determination in their learning. This all helps pupils to secure what they need to be well prepared for their next stage of learning.

Next steps

- Leaders should ensure that their monitoring and evaluation across all areas of school accurately identifies priorities for future improvement that are clear, specific and measurable.
- Leaders should ensure that teaching across subjects consistently supports pupils to improve their writing.

Attendance and behaviour

Expected standard

Pupils enjoy attending school and do so regularly. The school is proactive in identifying when pupils may face barriers to attending school. It works effectively with families on a bespoke and individual basis to help to remove these barriers. The school is very successful with this work. The start to the school day is calm and purposeful. This creates an environment where pupils can quickly start learning. This positive atmosphere continues throughout the day. Pupils typically work hard and want to achieve well. Should pupils require support with their behaviour, staff generally provide this. This helps pupils to refocus on their learning should they need to. Social times are enjoyable for pupils. This is because pupils genuinely care for and look after each other. Pupils enjoy playing games together on the playground. They include each other so other pupils do not feel left out. Incidents of bullying are incredibly rare. Should they happen, the school deals with them swiftly and effectively.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/linslade-lower-school-leighton-buzzard>