

Linslade Lower School

Address: Leopold Road, LU7 2QU

Unique reference number (URN): 109515

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

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.

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.

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.

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 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 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.
-

About this inspection

The chair of the board of governors is Mr Matthew Foulis.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, special educational needs coordinator, staff, governors and a representative of the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school no longer has mixed-age classes. It now has one class per year group.

The school does not currently use any alternative provision.

Headteacher: Mrs Hazel Farlam

Lead inspector:

Michael Williams, His Majesty's Inspector

Team inspectors:

Katie Devenport, His Majesty's Inspector

Jonny Wallace, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

School and pupil context

Total pupils

173

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

225

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

3.33%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.89%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.51%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	2.6%	5.1%	Below
2023/24	3.2%	5.5%	Below
2022/23	3.5%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	5.0%	14.3%	Below
2023/24	5.9%	14.6%	Below
2022/23	6.8%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright