

# Inspection of Five Lanes CofE VC Primary School

High Street, Worton SN10 5SE

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Inspection dates: 4–5 March 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils feel safe in the school. They say that bullying rarely happens but, when it does, teachers deal with it. They say that adults are kind and care about them. Pupils conduct themselves well around the school. They generally cooperate and work well together during lessons and at playtimes.

Pupils appreciate the range of extra-curricular activities that are on offer. The participation in these is high. Pupils are enthusiastic about the sport that takes place in the school. They relish the opportunity to represent their school in the many different competitions they enter. They have been successful in these, and pupils are proud they are the local champions.

Some pupils are motivated and say they enjoy learning. However, teachers' expectations of pupils' behaviour and learning are not high enough in some year groups. Sometimes, pupils lose interest and switch off. Pupils told inspectors that there are times when other pupils' behaviour stops them from getting on with their work.

Children in Reception get a good start to their education. They are able to use their imaginations and explore the world around them in a safe and secure way.

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

Leaders have an ambition for the school to improve. They have the necessary subject knowledge to make this happen. Leaders know that the quality of education is not good enough. Their plans to develop the sequencing of learning in many subjects, however, are in the early stages. These plans need more development, so teachers know what they have to do to improve the quality of education. Leaders have been too slow to act.

Leaders promote reading to ensure that pupils develop their understanding of what they read. Leaders prioritise early reading. Phonics is taught well. Reading books match the sounds that pupils learn. Staff have a strong knowledge of how to teach phonics. Those pupils that struggle receive well-planned 'catch-up' sessions. This has improved their reading. However, not all pupils enjoy reading, and their knowledge of different authors and books is limited.

In writing, leaders are ensuring that the sequencing of learning is becoming more coherent. As a result, pupils' writing is improving. When teaching is effective, pupils begin to apply the grammar they have been taught in their writing. However, this is not the case with all teaching of writing. Therefore, some pupils do not make the progress they are capable of.

In mathematics, leaders have introduced a new scheme of work. However, this has not been adapted well enough to meet the needs of the pupils. Although teachers

assess pupils' learning, they do not consistently use this information to plan pupils' next steps well enough. This is because teachers' knowledge is not always secure to enable them to plan learning that is ambitious for all pupils, particularly the most able and pupils with special educational needs and/or disabilities (SEND).

The quality of the curriculum across the school is too varied. Pupils thoroughly enjoy physical education (PE). They learn skills and tactics in their lessons. However, the sequence of teaching requires further development. In science, pupils enjoy the opportunities to carry out investigations. Pupils are beginning to remember and know more of what they are taught in science.

The personal, social and cultural development of the pupils is of paramount importance to leaders. There are many different activities and opportunities for the pupils. All staff provide strong pastoral care. Pupils reported they can speak to any member of staff if they are worried. Pupils enjoy growing vegetables and then sharing these with the local community. These gatherings are now being planned on a regular basis. Pupils have a good understanding of the need to have a healthy lifestyle.

In the early years, leaders have created a well-rounded and interesting curriculum that excites children. Children enjoy their learning activities. Staff develop children's language. Teachers use assessment well to design activities that build on what the children can already do. The classroom and outside environments have been created to sustain the interests the children. Adults and children treat each other with respect. Children co-operate well in different situations.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are highly vigilant and ensure that all staff immediately report any concerns they may have regarding pupils. Staff know their responsibilities and roles, because of the regular training and updates they receive. The systems and procedures in place are used effectively. Leaders and staff create thorough records to enable them to track all concerns, so that nothing is missed in keeping children safe from harm. Leaders work well with outside agencies and provide support for pupils and their families. Pupils have a good understanding of how to keep themselves safe online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have put plans in place to improve the school's quality of education. However, these plans are not precise enough to help teaching to improve. As a result, the implementation of the curriculum is too inconsistent across the school. Leaders must ensure that their development plans are designed well enough to improve the quality of education the school provides.

- Leaders have started to develop a broad and balanced curriculum. However, the impact of this curriculum is yet to be seen. Consequently, pupils are not learning as well as they should. A coherently planned curriculum needs to be in place for all subjects. Leaders at all levels need to ensure that the curriculum is well sequenced, ensuring pupils know and remember more.
- Teachers do not use assessment to plan learning that securely builds on what pupils already know, particularly in mathematics. This impedes pupils learning and can mean their misconceptions are not addressed. Leaders must ensure that teaching, including the use of assessment, consistently helps pupils to learn and build on their prior knowledge and understanding.
- Some pupils have positive attitudes towards their learning. This is not always the case, particularly for older pupils. This is because of pupils' perceptions of the varied expectations teachers have of them, their work and their behaviour. Leaders need to ensure that all staff have consistently high expectations of pupils.

## 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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	133233
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10111510
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	73
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alana Buckingham
<b>Headteacher</b>	Melaine Cunningham
<b>Website</b>	<a href="http://www.fivelanes.wilts.sch.uk">www.fivelanes.wilts.sch.uk</a>
<b>Date of previous inspection</b>	6 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is a voluntary controlled primary school within the Diocese of Salisbury.
- The school was graded Good in the latest Statutory Inspection of Anglican and Methodist Schools in July 2016.

## Information about this inspection

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

- We carried out deep dives in: reading, writing, mathematics and PE during this inspection. We conducted lesson visits, spoke with teachers and met with senior leaders and curriculum leaders. We looked at pupils' work and met with pupils.
- The lead inspector met with the special educational needs coordinator. Together, we looked at the school's support for pupils with SEND.
- The lead inspector met with members of the governing body and spoke to the local authority adviser and the designated lead for safeguarding. We checked

records of the school's work in keeping children safe. This included the school's single central record.

- We considered responses to the online survey Parent View. We took note of responses to the staff survey as well as the pupil survey. We spoke to pupils about subjects and their views of the school.

### **Inspection team**

Paul Smith, lead inspector

Ofsted Inspector

Matthew Cottrell

Ofsted Inspector

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