**National Society Statutory Inspection of Anglican and Methodist Schools Report**

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| **Five Lanes Church of England Voluntary Controlled Primary School**  Blackberry Lane  Potterne  Devizes  SN10 5NZ  **Previous inspection grade: Good**  **Current SIAMS grade: Good**  **Diocese: Salisbury**  Local authority: Wiltshire  Date of inspection: 1 July 2016  Date of last inspection: 7 July 2011  School’s unique reference number: 133233  Headteacher: Melaine Cunningham  Inspector’s name and number: Lorraine Pugh 819 |
| **School context**  Five Lanes is a smaller than average rural primary school with 110 children on roll. It is situated on two sites approximately 2 miles apart. Key Stage1 children are taught in two mixed aged classes on the Potterne site and the Key Stage 2 children taught in two mixed aged classes on the Worton site. The very large majority of children are of white British backgrounds and the proportion of children eligible for the government pupil premium funding is above average. The number of pupils with special educational needs is in line with the national average. The headteacher joined the school in January 2016**.** |
| **The distinctiveness and effectiveness of Five Lanes VC Primary as a Church of England school are good.**   * The school’s Christian ethos is explicit and evident in all aspects of school life, allowing children to thrive and succeed in their work and personal development. * The religious education (RE) curriculum contributes well to children’s understanding and respect of different faiths, cultures and traditions. * The commitment of the headteacher, supported by governors, clergy and staff, to the development of the school’s Christian character ensures that it continually makes progress as a church school. |
| **Areas to improve**   * To ensure that a shared understanding of spirituality is used to identify innovative opportunities to develop children’s spiritual awareness across all curriculum areas. * Involve children to a greater extent in planning and leading acts of worship so they get a better understanding of its role within the life of the school. * Develop more opportunities for personal prayer so the children appreciate how prayer can support people in their everyday lives. |

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| **The school, through its distinctive Christian character, is good at meeting the needs of all learners**  Children feel safe and secure because all members of the school community fully support and model the school’s core Christian values of respect, care and compassion. This has contributed to the creation of a strong nurturing environment in which children develop self-discipline and self-esteem. Supportive relationships among children demonstrate care and consideration. They treat each other with kindness, for example, by making sure nobody is left without a learning partner. Restorative Justice, strongly linked to the school’s Christian values, supports the school’s approach to positive behaviour which influences how children resolve friendship issues. For example, one child felt a strong need to be forgiven from a child he had been unfriendly towards. Academic ambition for all children, whatever their learning needs, and the school’s emphasis on good attendance, impacts positively on children’s attitudes. Learning takes place within a calm, purposeful atmosphere where children are not afraid to challenge themselves. Children with particular needs are extremely well supported by adults in the classroom allowing them to be fully included in learning activities. This reflects the excellent way in which the Christian ethos enables the school to be fully inclusive. Consequently, at the end of each Key Stage the majority of children are achieving national age expected academic standards for attainment and progress. The Christian ethos of the school promotes the importance of families working in close partnership with the school and parents say that they feel very welcome and supported. They say concerns are managed swiftly and sensitively, and because of this they have great trust in the school. There is some understanding of spirituality among school leaders. However; planned opportunities to support children’s spiritual development across all areas of the curriculum have not yet been identified. Children refer to respect and understanding when discussing other faiths and cultures and this is evident when they describe their visits to the local synagogue and mosque. They especially enjoy learning about the lives of children who follow different faiths, appreciating the similarities to Christianity as well as the differences. The children are very keen to explain how and why they raise charitable funds, linking fundraising to Christian values of care and compassion. Observations of RE lessons showed children to be articulate and engaged in their learning. In a lesson about Sikhism, older children thoughtfully discussed how the three golden rules could be incorporated into everyday life. These discussions were knowledgeable, supportive and respectful with children able to refer to previous learning to support their opinions. |
| **The impact of collective worship on the school community is good.**  Collective worship is well organised and distinctively Christian. Children are fully engaged and willingly share their views and feelings. Christian symbols and traditions are used daily with children understanding their meaning. They say the lighting of the candle shows that ‘Jesus is the light of the world’. Religious education and collective worship is increasing children’s understanding of the Trinity in age appropriate ways. For example, older children know that God, Jesus and the Holy Spirit are all one. Clear links are made within worship to the school’s core Christian values and this is successfully strengthening their impact on daily attitudes and behaviour. Children explain how worship themes and Bible stories impact on their lives, such as learning from our mistakes. Regular visitors provide opportunities for children to gain rich and varied experiences of worship styles. For example, children say they especially enjoy participation in the ‘Open The Book’ dramatizations of Bible stories led by members from local churches. Children talk with understanding about the Christian festivals they celebrate during the year such as Harvest, Christmas and Easter. They say that services held in the church are special times. The vicar is highly valued within the school community and makes a valuable contribution to children’s growing understanding of Christianity. For example, children sometimes stop him in the village to continue discussions that were started in school. Activities organised by church members, such as Messy-Church, are very well supported by children and their families. Adults in the school lead worship although children are not involved in its planning, leadership or evaluation. Children spoken to say they would like a more active role in worship planning and they already have ideas, such as provision of an outside worship space in the school grounds. An emphasis on prayer and reflection is a fundamental part of worship and this is giving children an understanding of its nature and value. This was particularly noted during the Remembrance Service where children prayed for family members as well as particular soldiers they had learned about in their lessons. However, pupils have limited opportunities for personal prayer and reflection, outside of daily worship. |
| **The effectiveness of the leadership and management of the school as a church school is good**  The ambitious leadership of the headteacher, supported by an active governing body, is rapidly improving the school’s work in developing the distinctively Christian character of the school. Adults consistently model core Christian values which guide the excellent behaviour of children. Improvement areas from the previous report have been effectively addressed. Working closely with the diocese and participation in diocesan professional training has deepened the new headteacher’s understanding of her role in leading a church school. This professional training, with the support and involvement of the vicar, has been a valuable contributor to the leadership’s strengthened understanding of their future Christian vision and aims. Governors have increased their monitoring and evaluation role for Christian distinctiveness which has resulted in a recently updated improvement plan that more accurately identifies the school’s strengths and areas for development. The headteacher and RE leader work closely together to ensure RE provision, and its impact on the children, is closely monitored. The school’s Christian values are embedded into RE and collective worship and monitoring evidence shows that this is supporting the spiritual, moral, social and cultural development of the children. The school works in very close partnership with four other church schools and this is extending the school’s capacity to monitor learning standards and Christian distinctiveness. Relationships with parents across the whole school community are excellent and reflect the open approach to leadership based on the core Christian values. Parents are able to articulate the school’s core values and describe how they contribute to the education of their children, both academically and in their behaviour. The headteacher manages her role across the split site with great skill and because she has a strong leadership team to support her. The school has very strong links with the parish church community, and together, they are providing an effective Christian learning environment. The school meets the statutory requirements for RE and collective worship. |

SIAMS report July 2016 Five Lanes Primary CE VC School Devizes SN10 5NZ