

Five Lanes Primary School

Inspection report

Unique Reference Number	133233
Local Authority	Wiltshire
Inspection number	360460
Inspection dates	25–26 May 2011
Reporting inspector	Tony Shield

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Frank Marshall
Headteacher	Sarah Garbutt
Date of previous school inspection	7 February 2008
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Introduction

This inspection was carried out by two additional inspectors. They visited eight lessons or parts of lessons, and four teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. A small number of parents were spoken to at the school gate. In reaching their judgements, inspectors took into account the views of 44 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Evidence that progress continues to improve, that the decline in attainment throughout Key Stage 1 has been reversed and that progress is good throughout the school, particularly in mathematics.
- Whether teaching is consistently challenging for all pupils, particularly in mathematics.
- The quality of the school's monitoring and self-evaluation and the extent to which all leaders are making an effective contribution to school improvement.

Information about the school

Five Lanes Primary School is smaller than most primary schools and is based on two sites three miles apart in the villages of Potterne and Worton. All pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is broadly average, although higher in some years. These pupils have a range of learning difficulties and emotional and behavioural difficulties. The school has been awarded Healthy School status, Activemark, and the Eco-Schools Bronze award. There is a privately managed pre-school setting on the Potterne site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Five Lanes Primary is a good school which has made confident strides forward since the last inspection. Academic outcomes are improving and measures to accelerate progress, particularly in mathematics, are having a marked impact. The declining trend in attainment at Key Stage 1 has been reversed and the school has a strong forward momentum. Highly effective leadership by the headteacher has raised expectations and inspired others to follow as well as take the lead in driving improvement. A strong sense of teamwork pervades. Realistic self-evaluation is informed by a systematic analysis of performance data. As a result, the school is poised to make further advances and its capacity for sustaining its improvement is good.

There are a number of other key strengths and some areas for continuing improvement.

- In the Reception class, the children get off to a good start, quickly settling into school routines. They make good progress, working and playing with each other happily.
- Attainment in reading, writing and mathematics throughout the school has improved sharply over the last three years and is broadly average. Pupils are making good progress, including in mathematics where performance has in the past lagged behind.
- In lessons, good teaching inspires and interests the pupils. Teachers use probing questioning both to deepen knowledge and check pupils' understanding. Better and sharper use of assessment data has been key to the accelerating progress of pupils. Nevertheless, some inconsistent approaches remain. Opportunities for pupils to be active, work on their own and take the lead in their learning are not always taken. Teachers sometimes talk for too long before settling the pupils to work.
- Pupils' good behaviour and attitudes are significant factors in their good progress. They are often keen and excited to learn. While a very small number of pupils can exhibit challenging behaviour, this is well managed by adults. Around the school, pupils are kind and polite to others.
- The curriculum is well planned to make the pupils keen to learn. A good range of visits, visitors and trips enriches the programme. Close links with the church provide a good framework for pupils' spiritual, moral, social and cultural development.
- Pupils say they feel safe because the school's procedures to ensure pupils' welfare, care and guidance are well considered and regularly reviewed. Pupils make a good contribution to the school and the local community and take their responsibilities seriously, whether as members of the school council or playground buddies. Pupils have a good awareness of what it means to eat healthily and have an active lifestyle.

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- The school's success is based on a shared vision and strong teamwork. The staff team is well supported by the governing body.

What does the school need to do to improve further?

- Further raise attainment and accelerate the progress of pupils by:
 - ensuring pupils are engaged actively in their own learning
 - providing more opportunities for pupils to work things out for themselves and develop independent learning skills.

Outcomes for individuals and groups of pupils

2

Attainment in national tests at the end of Year 6 in both English and mathematics has improved sharply in recent years, a measure of the increasing confidence with which pupils use their basic skills, including computer skills, in different contexts. The school's focus on improving attainment, particularly in mathematics, is paying off and progress is accelerating in all years. Pupils in Key Stage 1 are also making good progress. In a Year 1/2 lesson, pupils recognised shapes such as rectangle and pentagon confidently. They articulated their ideas clearly when asked to work out how to demonstrate that three-quarters are more than one half. Pupils in all years write carefully and with pride. For the most part, they produce accurate and well-structured writing. Pupils with special educational needs and/or disabilities also make good progress as a result of well-targeted support.

Pupils are keen to do well and work hard, especially when prompted to work practically on their own or in pairs and groups. They develop good interpersonal skills and teamwork because much of the most effective learning involves discussion and negotiation. This prepares them well for their futures beyond primary school. Pupils' good awareness of the importance of a healthy diet and an active lifestyle is recognised by the school's award of both Healthy Schools and Activemark. Pupils also take a proactive approach to developing a sustainable future, a fact recognised by the Eco-Schools award. Pupils have a keen interest in the beliefs, feelings and values of others and their participation in the Streets Ahead project offered pupils a different perspective on cultural and faith diversity in the United Kingdom. Attendance is improving and is above average.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils achieve well because the teaching challenges and excites them to do their best. Confident teaching is characterised by clear explanations, good pace and incisive questioning. Good use is made of new technologies, including interactive whiteboards, to present ideas imaginatively. While pupils are encouraged to engage actively with the learning, learning slows when pupils are inactive for too long. A more consistent approach to managing the behaviour of pupils has resulted in a purposeful, hard-working climate in lessons. Assessment data are used well to match work to individual pupils' needs. The school's recent focus on mathematics has ensured that teaching of this subject is increasingly challenging. Teaching assistants work in partnership with the teachers to ensure pupils with special educational needs and/or disabilities are well supported.

The curriculum has been reviewed to ensure that pupils develop confidence in their ability to learn, that they understand the links between subjects and are motivated by tackling interesting and relevant topics. Some imaginatively planned projects, for example the Big Draw art project, also involve parents and the community. The curriculum is enriched by a good range of visits, visitors and extra-curricular clubs. The school provides access to specialist teaching of music and sports through good external partnerships.

Pupils make increasingly good progress because of well-targeted support geared to the needs of individuals. Intervention programmes are carefully planned to support those at risk of underachievement. As one parent commented to inspectors: 'The school provides a

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friendly and positive environment for learning; it is like one big family!' This family ethos provides the glue for the school's effective care, guidance and support. Pupils are well known as individuals and careful attention is given to both their personal and academic needs. In particular, pupils whose circumstances have made them vulnerable are well cared for and this helps to remove barriers to learning. Parents and carers have confidence in the school's ability to keep their children safe.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads with clarity and purpose, and a strong sense of teamwork characterises the school's leadership and management. The school is ambitious for the future and while much has been achieved, there is a sense of realism and all know there is more to be done. Staff are committed to bringing out the best in every pupil and to school improvement. They adopt a reflective approach to self-evaluation and a commitment to continuing professional development. Challenging targets are used to set high expectations. The school successfully tackles identified weaknesses with conviction.

Parents and carers are seen as equal partners in their children's education and the school has been proactive in providing workshops, for example in how pupils learn mathematics, and in organising family learning sessions. A parent support adviser works with families whose circumstances have made them hard to reach. The governing body is astutely led by the Chair of the Governing Body and has been pivotal in moving the school forward and in monitoring its provision. The school adopts a thorough approach to safeguarding and the governing body is assiduous in ensuring all policies and procedures are in place and regularly reviewed. Staff understand their responsibilities in relation to child protection. They attend regular training to ensure they are kept up to date. The school is committed to inclusion and equal opportunities. Performance data of groups are carefully monitored and as a result pupils are increasingly reaching their potential. The school has also been proactive in ensuring its pupils have an awareness of cultural diversity and the contribution they can make to community cohesion. A sensible action plan has been drawn up to heighten pupils' understanding of community cohesion.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

A well-resourced classroom and outside area offer children a welcoming and stimulating environment in the Reception class. Learning activities are well organised and, as a result, children make good progress. From broadly expected levels on entry, children reach levels that are above expectations, particularly in reading and in their social development. Relationships are warm and underpinned by good classroom and behaviour management. Adults are good role models. Teaching is well geared to children's individual needs and a balance of adult-led and child-initiated learning ensures children enjoy a lively and full curriculum. In one lesson observed, the teacher's response to the counting activities of the children encouraged high levels of concentration. Feedback to the children was clear and recognised individual achievement. Regular observations and recording of the children's activities ensure that adults have a comprehensive picture of each child's development. This is shared with parents and carers through each child's record of their 'Learning Journey'. Parents themselves are encouraged to contribute to these through recording their children's progress at home. There are very good links with the adjoining pre-school setting. The Early Years Foundation Stage leader has clear plans for improvement based on a detailed analysis and evaluation of current provision.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers responding to the questionnaire are generally very happy with the school. Almost all parents and carers believe that their children are safe and a very large majority of them responded positively to all the other statements. A few parents expressed some concerns, particularly about the behaviour of some children, and its impact on their own children's learning. Inspectors judge the behaviour of almost all pupils to be good and while on rare occasions a small number of pupils display challenging behaviour, teachers manage this well and there is no impact overall on pupils' learning. Other parents and carers who wrote to inspectors were delighted with the atmosphere and the progress their children make. 'We feel privileged to have such a high standard in our local village school' was typical of several comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Five Lanes Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection, a higher than average response rate. In total, there are 102 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	45	17	39	7	16	0	0
The school keeps my child safe	25	57	18	41	1	2	0	0
My school informs me about my child's progress	25	57	13	30	6	14	0	0
My child is making enough progress at this school	27	61	12	27	4	9	1	2
The teaching is good at this school	27	61	14	32	3	7	0	0
The school helps me to support my child's learning	27	61	11	25	5	11	0	0
The school helps my child to have a healthy lifestyle	21	48	21	48	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	48	19	43	2	5	1	2
The school meets my child's particular needs	24	55	15	34	3	7	1	2
The school deals effectively with unacceptable behaviour	18	41	16	36	2	5	6	14
The school takes account of my suggestions and concerns	23	52	14	32	3	7	1	2
The school is led and managed effectively	26	59	11	25	5	11	2	5
Overall, I am happy with my child's experience at this school	27	61	12	27	4	9	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2011

Dear Pupils

Inspection of Five Lanes Primary School, Devizes, Wiltshire SN10 5NZ

I am writing to thank you for your help during the recent inspection of your school. We enjoyed meeting you and talking with some of you. In writing this report, I have taken account of what you told me. Your school is a good school. Here are some of the main findings from the report.

- You get off to a good start in the Reception class.
- You are making good progress and we were pleased to see some of the good work you are doing in writing and mathematics.
- Keep up your good behaviour! It makes a real difference to the good progress you make. It was really good to see how much you enjoyed your work and being at school. We saw several examples of kind and thoughtful behaviour around the school.
- The teachers make sure you have lots of interesting things to do in lessons, and out of school. They make sure you think hard about your work. We have asked them to make sure that they keep you busy and active all the time. We would like to see you taking the lead more often in your learning and working things out on your own.
- The school takes good care of you and as a result you told us that you feel safe. You also have a good understanding of how to live a healthy and active life. Many of you take responsible jobs in the school helping out on the School Council or helping others as buddies.
- All the adults in the school are working well together to make the school better still. You can help by continuing to do your best and joining in everything the school has to offer.

Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Tony Shield

Lead inspector

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