

Five Lanes Primary School

Stradbroke Way, Wortley, Leeds, West Yorkshire, LS12 4NB

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. The vast majority make good progress, often from low starting points. Standards reached in reading, writing and mathematics by the end of Year 6 are broadly average and sometimes above the national average.
- The majority of children join Nursery and Reception classes with knowledge and skills below those expected for their age. The good range of enjoyable and engaging activities offered ensure that children join Year 1 having made good progress towards developing early reading, writing and mathematical skills.
- Teaching is nearly always good, with examples of outstanding practice. As a result, pupils enjoy learning and make good progress, as demonstrated by the good quality of work seen in their books.
- The school's mission statement, 'Aiming high', is reflected in pupils' good behaviour. The caring attitudes they show towards each other and the adults who work with them are often commented on by visitors. Their good attitudes to learning help them to make good progress and achieve well in the classroom. This good level of behaviour is also mirrored outside the classroom.
- Through provision of, for example, road safety training, pupils learn how to keep safe both inside and outside school.
- The headteacher and senior leaders work closely with the governing body. This partnership has helped sustain and build upon the school's good performance which has raised both the quality of teaching and pupils' achievement since the previous inspection.

It is not yet an outstanding school because

- Key Stage 2 pupils achieve less well in writing than reading and mathematics because there are too few opportunities for them to increase their vocabulary and improve their skills when writing imaginatively.
- Teachers' marking and feedback do not consistently give pupils sufficient guidance on how to identify the next steps needed to improve the quality and presentation of their work.

Information about this inspection

- The inspection team observed 31 lessons and parts of lessons taught by teachers and support staff. A lesson observation was undertaken jointly with the headteacher. The inspection team also listened to pupils from Years 1, 2 and 6 read, and examined, with the headteacher and deputy headteacher, the quality of work in the books of pupils from across the school.
- The inspection team held meetings and had discussions with pupils, the headteacher, middle leaders, members of the school staff and three members of the governing body. They also carried out a telephone discussion with a representative from the local authority.
- The inspection team took into account the views of 32 parents who responded to the on-line questionnaire (Parent View). They also took into account the views of 10 other parents who met informally with the inspection team at the school gate.
- The inspection team studied health and safety documentation, teachers' planning, documents relating to the procedures to check the performance of staff, pupils' attendance data and the school's system for checking pupils' progress.

Inspection team

Marian Thomas, Lead inspector

Additional Inspector

Stephen Rigby

Additional Inspector

Peter Martin

Additional Inspector

Full report

Information about this school

- The school is larger than average-sized primary schools.
- The vast majority of pupils who attend come from families of White British heritage, with a small number from other ethnic groups.
- A slightly lower than average proportion of pupils is eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of pupils with special educational needs supported through school action is lower than the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is higher than the national average.
- Last year the school failed to meet the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- The school has gained healthy school accreditation.

What does the school need to do to improve further?

- Speed up achievement in writing in Key Stage 2 by:
 - offering pupils more opportunities in lessons to improve their vocabulary and develop their imaginative writing skills.
- Improve the quality of teaching and learning by:
 - improving the quality of marking in Key Stages 1 and 2 so that it gives pupils a clear understanding of what they need to do to improve both the content and presentation of their work.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good. Current school data show that all groups, including those eligible for pupil premium, are making good progress from a range of different starting points.
- Last year the school did not meet the government's floor standards for pupils at the end of Key Stage 2. This was due to reasons which were particular to that year group. This group had particularly low starting points and included some pupils with behavioural difficulties. Some pupils of lower attainment also joined the year group late in the school year. In addition, a small number of parents were difficult to engage to support their children's learning.
- Senior leaders and governors were fully aware of all these factors and they took extensive action to try to alleviate them, particularly in trying to engage parents and to ensure all pupils made good progress. However, as a result of this very difficult combination of factors and despite the school's efforts, standards at the end of Key Stage 2 in 2013 dipped from their usual levels.
- This year attainment in Year 6 is much higher and school data show pupils are on track to achieve standards above those expected nationally in reading, writing and mathematics from a range of starting points.
- Overall, progress in writing is slightly lower than in reading and mathematics in Key Stage 2. This is because pupils are not always offered sufficiently exciting experiences and activities to write about. As a result, work produced is sometimes dull and unimaginative and pupils use limited vocabulary to express themselves.
- The most-able pupils in Year 6 are currently making good or better progress in mathematics and English. A small group is currently receiving extra support and tuition with the expectation that they will reach the higher Levels 5 and 6 in this year's national tests.
- 'Books help me to go to a different world', commented one pupil, demonstrating a love of reading which also feeds into leisure time. However, not all pupils read at home and the school's innovative use of a website blog has been successful in capturing pupils' imagination and further improving their reading skills.
- Children often join the school's Nursery and Reception classes with reading, writing and numeracy development below that typical for their age. The wide range of activities and good teaching ensure that the vast majority make good progress during their time in the Early Years Foundation Stage and leave with skills and knowledge which are closer to those typical for their age.
- Last year, standards in reading, writing and mathematics at the end of Key Stage 1 equal to the national average. Current school data show pupils are set to make similar gains next year. Lesson observations, a scrutiny of pupils' work and listening to pupils read during the inspection confirmed this finding.
- School is justifiably proud of the high standards achieved by Year 1 pupils in the phonics screening check, which tests pupils' ability to link letters to sounds. School leaders believe the introduction of a new strategy for teaching phonics to children from Nursery to Year 3 has contributed strongly to these good results.
- The progress of pupils who are known to be eligible for free school meals is good and was better than that of their peers last year. School data show that they are continuing this upward trend and are currently making good and better progress, ensuring that the attainment gap between this group and others in the school is narrowing. Nevertheless in 2013 those that were eligible for free school meals were around one and a half terms behind their peers in reading and mathematics by the end of Year 6.
- Their success is due to the highly effective use of pupil premium funding which the school uses to provide extra support to boost pupils' achievement through one-to-one and small-group sessions.
- Because of the well-targeted support, all groups, including disabled pupils, those with special educational needs, the most able and those from minority ethnic heritages make the same good progress as their peers in English and mathematics. This shows the school's continued

commitment to ensuring equality of opportunity for all pupils.

The quality of teaching is good

- The quality of teaching is good. School records and evidence in pupils' work support school leaders' view that the quality of teaching is good over time. Mathematics is taught well across the school as evidenced by pupils' good gains in knowledge and understanding.
- 'I love coming to school to learn new things', commented one pupil whose views reflected comments made by others. Staff make effective use of information about how well pupils are doing to plan future learning. As a result, work set enables all groups, including the most able, to make good progress.
- This could clearly be seen in the outdoor area in the Early Years Foundation Stage where children worked cooperatively with a member of staff to build a tent. The children were engrossed in the activity, enthusiastically proffering help at every stage. The excited squeals of laughter when a tube was incorrectly placed reflected their enjoyment in the activity which promoted social skills, creative play and understanding of the world. This good start ensures that children begin Year 1 having good levels of development in all respects.
- Parents spoken to at the beginning of the school day felt that Nursery and Reception classes give children a good start and that they really enjoy coming to school, describing staff as 'caring and approachable'.
- Pupils make good and often better progress in reading, because of the carefully planned and consistent teaching of phonics across the school. However, gains in writing are not as good, particularly in Key Stage 2.
- Staff work closely together to ensure that extra sessions planned for pupils who need extra help with their learning result in these pupils making the same good progress as other pupils in the school.
- Pupils' work is mostly marked diligently. However, the school's marking policy is not always fully adhered to and so it is not always made clear to pupils how they can improve the content and presentation of their work. When this happens, progress slows and presentation becomes shoddy in some books.
- Lessons in religious education, personal and social education, and art and design promote pupils' good levels of spiritual, moral, social and cultural understanding.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- In classrooms learning is infrequently interrupted by incidents of difficult behaviour and pupils show caring and friendly attitudes to each other, staff and visitors.
- A caring approach to all is promoted throughout school, as demonstrated by the very close friendships between all pupils, including those with disabilities. This ensures that no one is left out at play time.
- The vast majority of parents who completed the on-line questionnaire, Parent View, hold the view that behaviour in school is good and that their children are safe and happy. Those spoken to at the school gate also echo this view.
- School records show that no pupils have been permanently excluded over the last three years. Incidents of difficult behaviour are few because of the effective way in which the behaviour policy is consistently applied across the school.
- Pupils enjoy school and are eager to attend. As a result, attendance is currently above the national average for similar schools.
- The strong focus the school gives to the importance of attending school has also contributed to the rise in attendance since the previous inspection, as has the work of both the parent support advisor and the learning mentor in supporting families to improve the attendance of their

children.

- The school's work to keep pupils safe and secure is good.
- School leaders recognise that the area around the school has a high incidence of road traffic accidents and has, as a result, put in place good levels of road safety training in order to enable pupils to stay safe when crossing the road.
- Pupils spoken to were clear about the different forms bullying can take. They feel incidents happen infrequently because staff ensure that pupils are made aware of how to keep safe and where to turn, should an incident happen inside or outside school.

The leadership and management are good

- The quality of leadership and management is good. The headteacher and deputy headteacher have an exceptionally clear and focused vision for improvement, which is shared by both staff and governors.
- A clear plan for further improvement is in place, which focuses on achieving excellence. Senior leaders have accurately identified those areas of the school's work which are in need of improvement and have set effective targets to reach their goals.
- The quality of teaching has continued to improve, as evidenced by the continuous improvement in standards in English and mathematics in Key Stage 1.
- The role of middle leaders is well developed and through the work they undertake monitoring the quality of teaching in their subjects, they make a direct contribution to improvement in pupils' achievement.
- The headteacher ensures that performance targets for staff link directly to pupils' achievement and targets within the school's improvement plan. Checks on the performance of staff are undertaken regularly and this information has been used to make decisions on teachers' pay.
- The school's curriculum is well organised and subjects are clearly linked. Planned changes to the curriculum are in place ahead of the national deadline. School clubs abound both at lunch time and after school. They offer pupils good opportunities to try new things and develop new skills in, for example, street dancing, gymnastics and arts and crafts.
- The school has used its allocation of sport funding monies effectively to increase pupils' access to a diverse variety of different sports and improve their skills in, for example, rugby, football cricket and dance. Further deployment of funds on employing trained coaches has enabled staff to improve their own skills and knowledge in teaching physical education (PE). For example, an innovative approach developed at the school to teaching PE to Nursery and Reception children has directly contributed to a rise in physical skills attained by children at the end of Early Years Foundation Stage. This demonstrates a direct improvement in pupils' healthy lifestyles.
- The local authority has much confidence in the leadership skills of senior leaders and has offered a light-touch level of support over the last year.
- **The governance of the school:**
 - A recent audit undertaken by the governing body confirmed that governors have a good range of skills and experience which they regularly update through undertaking further training. They have developed a clear understanding of pupils' achievement through interpretation and understanding of national data and as a result are able to offer senior leaders good levels of support and challenge in their quest to bring about further improvement. In partnership with senior leaders, governors have developed an effective system for checking the performance of all staff which rewards good teaching and addresses underperformance. They manage pupil premium funding prudently and this careful management has enabled them to support eligible pupils well. Safeguarding procedures and policies meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107968
Local authority	Leeds
Inspection number	439846

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Adrian McCluskey
Headteacher	Jo Fiddes
Date of previous school inspection	21 June 2010
Telephone number	0113 2790122
Fax number	0113 2205386
Email address	j.fiddes@fivelanesprimary.co.uk

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