

Inspection of Four Lanes Infant School

Hanmore Road, Chineham, Basingstoke, Hampshire RG24 8PQ

Inspection dates: 25 and 26 April 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Outstanding

This school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

What is it like to attend this school?

Pupils are proud to attend this harmonious and inclusive community. Leaders are determined for every pupil to 'learn without limits'. They ensure that the curriculum is broad and highly ambitious. Pupils value learning. They describe this as 'the best thing about school'. Pupils are eager to achieve well, knowing their teachers have high expectations of them.

There is a calm and harmonious atmosphere across the school. Leaders set high standards for pupils' behaviour. They teach pupils to be caring, thoughtful and kind. Pupils focus exceptionally well on their learning. They maintain concentration for extended periods of time. Right from the early years, children learn independence and resilience. The school consistently promotes the importance of these values through their 'learning mascots'.

Pupils feel safe. They have a high level of respect for one another and celebrate difference. Staff support pupils' enjoyment of school at all times. Nobody tolerates bullying. At breaktime, pupils enjoy playing basketball, exercising on the trim trail or talking with friends in the wooden huts. Pupils are encouraged to widen their experiences by joining the different clubs on offer. They benefit from the range of sporting and creative activities available to them.

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

Leaders ensure that children make an exceptional start to their education. A highly ambitious curriculum in the early years ensures that all children learn very well. Adults prioritise the time spent with children during purposeful play. Teachers make excellent use of inside and outside spaces. Children learn problem-solving through the stimulating activities that teachers plan. As a result, children are highly engaged in their learning. Leaders make sure all staff are aware of when children need extra help with their learning. This includes those with special educational needs and/or disabilities (SEND). Teachers provide targeted support and intervention when needed. This helps pupils to overcome barriers and extend their understanding.

Leaders are determined for pupils to learn an interesting and exciting curriculum across the school. In mathematics and reading, careful thought is given to what pupils will learn and when they learn it. This means that pupils build knowledge and understanding over time. However, the curriculum is still being refined in some subjects. In these areas, leaders still need to identify in full the key knowledge pupils need to learn. Where improvements have been made recently, for example in history, pupils are already more confident in recalling and exploring what they have learned.

Staff are well-trained. They have strong knowledge of the subjects they teach. Teachers question pupils skilfully to ensure they have secured understanding before moving on. They identify pupils' misconceptions and address these immediately. Processes are also in place to ensure that the needs of pupils with SEND are

precisely identified. Teachers use their detailed knowledge of pupils to adapt learning to ensure that it is accessible to all.

Leaders prioritise reading. Children learn to read right from the start of Reception using a well-structured programme. Leaders have ensured that staff are trained well to deliver this. Teachers regularly recap the sounds and tricky words that children have recently learned. When pupils fall behind, they are quickly helped to catch up. Leaders ensure that pupils 'bump into' exciting stories throughout the curriculum. Time spent reading independently, in groups or with adults is enjoyed by all. Pupils are proud to share the well-resourced library with their parents.

Leaders recently introduced a new behaviour policy to help pupils develop respectful attitudes. This is implemented consistently well by all staff. Pupils are taught from an early stage what is expected of them. As a result, pupils show independence in their learning and behave exceptionally well.

Leaders promote pupils' personal development daily. The school values permeate through the well-planned personal, social and health education curriculum. Pupils learn about healthy relationships and consent at an age-appropriate level. They develop an understanding of tolerance. This happens by learning about different cultures and faiths. This means that pupils are kind to each other. Pupils also learn how to be responsible citizens by looking after the school environment. Events such as the recent 'Groundforce Day' support this. Educational visits are thoughtfully selected to enhance what pupils are learning in different subjects. This includes visiting museums to find out about interesting people and events from the past.

Leaders and governors have a shared commitment for every pupil to receive a high-quality education. Governors know the school well. They challenge leaders on their priorities for improvement. They take their statutory duties around safeguarding and equalities very seriously. Governors are knowledgeable and well trained in these areas.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a culture of vigilance in the school. Staff receive comprehensive training and are kept up to date on issues affecting the pupils in their care. This means teachers know their pupils well and can identify signs of harm or neglect. Pupils learn to report concerns to a trusted adult.

Leaders are tenacious in their work. They deal with safeguarding concerns immediately. They keep highly detailed records. When required, they ensure that pupils access the help and support they need. This includes securing assistance from external agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders have not yet precisely identified and fully sequenced the detailed knowledge that they want pupils to learn within the curriculum. This means that pupils are not always confident in recalling and using key knowledge and skills. Leaders should continue to monitor the full implementation of the curriculum to ensure that all pupils acquire what they need in readiness for the next stage of their education.

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 information from Ofsted Parent View 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.

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

Unique reference number	116082
Local authority	Hampshire
Inspection number	10267889
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	The governing body
Chair of governing body	Andrew Busk
Headteacher	Jacqueline Mallaby
Website	www.fourlanesinfants.co.uk
Dates of previous inspection	20 and 21 October 2010, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, there has been a number of changes in leaders, staff and governors.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, subject leaders, the leader responsible for pupils with SEND, many teachers and support staff.
- The lead inspector met with governors and with a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and art and design. To do this, they met with subject leaders, visited lessons and spoke to teachers. They looked at curriculum plans and pupils' work. They met with pupils to discuss their learning.
- Inspectors scrutinised safeguarding arrangements, including the school's central record of recruitment checks. They sampled a range of safeguarding documentation. Inspectors also spoke to a variety of staff to check how well safeguarding referrals and systems work.
- Inspectors observed pupils around the school site during breaktimes.
- Meetings were held with groups of pupils and staff to hear their views.
- Inspectors considered the responses to the confidential Ofsted survey for staff and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector	His Majesty's Inspector
Deirdre Crutchley	Ofsted Inspector
Kimberley Kemp	Ofsted Inspector

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