

Inspection of a good school: Five Lanes Primary School

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

Inspection dates: 4 and 5 May 2023

Outcome

Five Lanes Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to this welcoming and inclusive school. They are happy and safe. Leaders are ambitious for them to do well. Pupils have positive attitudes to school. They are kind and respectful to adults and each other. The school is 'a caring place to learn and grow', as their motto states. Difference and diversity are celebrated and promoted. Adults model the relationships and respectfulness that they want to promote in the pupils. Pupils behave well around school and at playtimes. They play harmoniously with each other. They are supportive and cooperative. Adults have high expectations of behaviour.

Pupils know that adults will listen to them if they have worries. Adults address the rare incidents of bullying that occur in school quickly and with authority. Leaders are supportive of staff's well-being and workload, and staff speak positively of the support they receive. Everybody feels part of the family at Five Lanes Primary School.

Pupils enjoy and benefit from the wide range of extra-curricular clubs and activities, including sports clubs, gardening club and chess club. Leaders encourage pupils to be healthy by providing regular physical activity. The school holds the Platinum School Games Mark Award.

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

Leaders have planned an ambitious curriculum. There is the same ambition for all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). The curriculum is well sequenced. Pupils learn progressively from the early years to Year 6. For example, in Year 3, they learn to mix secondary colours in art, and in Year 5, they experiment with more sophisticated mixing to explore colour tints. Mathematics and history are taught by teachers who have thorough subject knowledge. In the early years, children learn early mathematical concepts such as repeating patterns well. Pupils enjoy music lessons. In these lessons, they are engaged and attentive. They revise and revisit prior learning and use specific vocabulary such as staccato and dynamics correctly. In some lessons, pupils are less engaged and attentive. Some pupils

lose focus and get distracted. This is not consistently noticed by teachers.

The early years curriculum is similarly well planned and progressive. Children are well prepared for the subjects they will learn in key stage 1 and beyond. Adults in early years work well with the children. There are positive relationships. There is a strong focus on the development of children's language and vocabulary. Clear routines are well understood by the children.

Pupils with SEND are well supported in lessons. Teachers make appropriate adaptations to the curriculum in response to their individual needs. For example, there are specially adapted reading books available for some pupils with SEND. Robust systems are in place to identify the needs of pupils with SEND. However, some support plans for these pupils lack precision in relation to their targets. The small steps that pupils with SEND need to make are not identified consistently. Leaders do not review these plans thoroughly enough.

Learning to read is a high priority at Five Lanes Primary School. Leaders foster a love of books and reading. Books are displayed and celebrated throughout the school. Children in the early years get off to a good start with learning to read. The school's chosen phonics scheme is used consistently and expertly by teachers. They lead daily phonics sessions for those pupils at the early stages of reading. In Nursery, teachers lead engaging sessions with the use of props to help children in the earliest stages of learning about sounds and letters. When pupils struggle or slip behind with their reading, they are quickly identified and supported to catch up. Pupils read books that are well matched to their reading ability.

There is a strong curriculum for personal, social and health education. Pupils talk about how they discuss significant topics such as equality and diversity. Staff have received training in diversity. Pupils learn about differences between people, including those of different faiths. They know how to keep themselves healthy and safe. They are well prepared to be active and positive citizens.

Governors share leaders' ambition for the pupils. They have a clear understanding of their statutory duties. Governors know the school well and check that the school's improvement priorities and policies are being addressed and implemented.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive timely training and regular updates so that they are up to date with recent safeguarding advice and guidance. They know the signs to look out for when pupils are vulnerable or at risk of harm. There are clear processes for reporting concerns. Leaders keep detailed records when concerns are raised. Where necessary, leaders follow up on concerns about pupils by involving external agencies.

Pupils know how to keep themselves safe, including when using technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils become distracted and disengage from learning. Leaders should ensure that the school's behaviour policy is implemented consistently by staff in each key stage.
- The targets on support plans for pupils with SEND do not map out the steps for improvement that pupils should take clearly enough. Leaders should enhance support plans so that the progression of pupils with SEND through the curriculum can be mapped and checked more effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2014.

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	107968
Local authority	Leeds
Inspection number	10269183
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	456
Appropriate authority	The governing body
Chair of governing body	Safeena Koshar
Headteacher	Joanna Mercer
Website	www.fivelanesprimary.co.uk
Date of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- Five Lanes Primary School is a larger-than-average primary school.
- School leaders run a breakfast and after-school club.
- Leaders do not currently make use of alternative provision for any pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher and other leaders. They also spoke with subject leaders and other members of staff.
- The inspector carried out deep dives in early reading, mathematics, art and history.
- The inspector visited classes in the selected subjects and reviewed samples of pupils' work. The inspector spoke to groups of pupils, as well as teachers and leaders for the subjects. The inspector listened to groups of pupils read.
- Pupils' behaviour was observed in lessons and at other times, such as playtime or in

the dining room. The inspector discussed behaviour with leaders, staff, pupils and parents. Records of behaviour, attendance and exclusions were scrutinised.

- The arrangements for safeguarding were checked. This included checking the single central record in the school. Discussions were held with leaders about safeguarding systems and processes.
- The inspector took account of the views of pupils through formal and informal discussions. Parents' views were considered through the responses to Ofsted Parent View, Ofsted's online questionnaire, and comments made in the free-text responses. The inspector also spoke with parents during the inspection.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

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