

# Inspection of Four Lanes Community Junior School

Hanmore Road, Chineham, Basingstoke, Hampshire RG24 8PQ

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Inspection dates: 18 and 19 June 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are highly positive about their school. They feel welcomed and say that 'it is easy to make friends here' in the school's vibrant atmosphere. Pupils have excellent attitudes to their learning. They are eager to meet the school's high expectations because they know that staff want them to do as well as they can.

Pupils' behaviour is good as they learn and play well together. Lessons and breaktimes are calm. Pupils know why good behaviour is important and recognise that it benefits the whole school community. The few pupils who find maintaining positive behaviour more difficult are helped to develop ways to both self-manage and understand when to seek extra support.

One pupil told inspectors that 'respectful is the word that captures the school most'. Pupils recognise each other's differences and value their diverse friendship groups. Pupils feel safe at school. They know that any concerns will be quickly addressed. Pupils appreciate how well staff know them and the individualised support they receive.

Pupils value the different school trips on offer, such as the Year 6 and Year 4 residential. They would like more opportunities to develop their talents and interests. The school is doing this through expanding the clubs and activities on offer.

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

The school's new leadership team is highly aspirational for what all pupils will learn and achieve. Leaders have ensured that staff know pupils well and that there is a shared focus on building positive relationships. Pupils recognise this and feel valued and listened to. This is also the case for pupils with special educational needs and/or disabilities (SEND). Staff have a good understanding of pupils' individual needs and provide help to ensure pupils with SEND can access the same learning as others. Targets and reviews are used to accurately check that the support in place is working as well as possible.

Recent developments have focused on putting in place a carefully sequenced and well-considered curriculum. In many lessons, teachers teach and then check what pupils know and remember. For example, in mathematics and physical education, pupils develop a secure understanding of the knowledge and techniques they need to know and practise. They use these confidently and make links to their previous learning. However, in a few subjects, pupils find it more difficult to use and apply what they have learned. This means that pupils do not yet learn as much as they could. Leaders are aware of this difference and rightly continue to prioritise where improvements to the curriculum are needed. This includes not missing opportunities to help pupils practise their writing. The school recognises this and has made staff training a priority. Targeted intervention is now in place to help pupils become more confident writers.

Reading is a priority across the school. The school makes good use of its new library, encouraging pupils to choose from the extensive range of books on offer. In lessons, pupils have regular opportunities to read and study texts. This helps pupils to practise and improve their reading. Pupils who are not yet fluent readers are well supported through phonics catch-up and intervention sessions.

Pupils enjoy their lessons and are taught to try their best and to work independently. They take pride in producing high-quality work, have a real love of learning and are keen to come to school. The school has high expectations of pupils' attendance. Should any pupils find attending regularly more difficult, the school is effective in supporting them to improve through individually targeted help.

Pupils' personal development is supported by the use of the new outdoor play structures, pond and gardening areas. Pupils are able to explore the environment, develop their physical health and build positive friendships. Staff are responsive to pupils' changing needs and make sure that pupils' wider development includes aspects they need, such as learning about the local area or online safety.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, the planned curriculum is not yet securely implemented. This means that teachers are not always clear about precisely how pupils' knowledge should build over time, which leads to pupils not learning as much as they could. The school should continue to work with staff to fully implement its curriculum plans, providing the required training and support.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 116247   |
| <b>Local authority</b>                     | Hampshire  |
| <b>Inspection number</b>                   | 10321820   |
| <b>Type of school</b>                      | Junior   |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 7 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 358  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Helen Whiting  |
| <b>Headteacher</b>                         | Jacqueline Mallaby (Executive headteacher)   |
| <b>Website</b>                             | <a href="http://www.fourlanes-jun.hants.sch.uk">www.fourlanes-jun.hants.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 7 and 8 November 2018, under section 5 of the Education Act 2005                   |

## Information about this school

- The school is part of the Four Lanes Federation, comprising an infant school and this junior school.
- The governing body is shared between both schools in the federation.
- The executive headteacher, as well as other members of the leadership team and staff body, joined the school since the previous inspection.
- The school does not currently use any alternative education providers.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors held meetings with the executive headteacher, the special educational needs and disabilities coordinator, curriculum leaders and other staff.
- The inspectors met with the chair of governors and other members of the governing body and a representative of the local authority.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history, science and physical education. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspectors listened to a sample of pupils read.
- The inspectors examined a range of documents provided by the school, including leaders' self-evaluation and improvement plans.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys.

### **Inspection team**

Ed Mather, lead inspector

His Majesty's Inspector

Stuart Edwards

Ofsted Inspector

Sarah Brinkley

Ofsted Inspector

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