

# Five Lanes Primary School

## Inspection report

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<b>Unique Reference Number</b>	107968
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336993
<b>Inspection dates</b>	21–22 June 2010
<b>Reporting inspector</b>	Andrew Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	472
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Diane Harold
<b>Headteacher</b>	Ms Jo Fiddes
<b>Date of previous school inspection</b>	16 May 2007
<b>School address</b>	Stradbroke Way Wortley Leeds LS12 4NB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons and observed 17 teachers. The inspectors held meetings with governors, staff, parents and groups of pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan and an analysis of the school's records of pupils' progress and attainment. The inspection team analysed 130 completed questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by boys and more-able pupils
- the guidance and support for pupils with special educational needs and/or disabilities
- the contribution staff at all levels make to leadership.

## Information about the school

The school is larger than average. The proportion of pupils known to be eligible to a free school meal is similar to that found nationally. The percentage of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are White British. There is a breakfast and after-school club on site, which is not a focus for this inspection. The school has achieved Healthy School's Status, the Stephen Lawrence Award and an International Schools Award.

**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

This is a good school. The headteacher and her leadership team are ambitious for the pupils to succeed and are sharply focused on school improvement. Pupils of all abilities make good progress because lessons are engaging and largely matched well to individual needs. The needs of vulnerable pupils, and those with special educational needs and/or disabilities, are met well, and sometimes, very well through the outstanding care and support provided. The school's self-evaluation is accurate and based on robust systems to evaluate the quality of provision. The good governing body is well informed and provides challenge and support to the leadership. Standards and the quality of provision have improved since the last inspection and, as a result, the school is well placed to continue to improve. Parents, carers and pupils are proud of their school and appreciate the openness of the staff. 'This is a fantastic school with teachers who want to teach which shows in how well the children are doing. It is very inclusive and prepares children well for the future,' expresses the views of many parents.

Children start school with skills which are generally below those typically expected for their age and leave Year 6 with average standards. Standards in science are relatively lower than those for English and mathematics, especially for the more able. Pupils enjoy school and this is reflected in their above average attendance. They take pride in their work and present it well. Pupils' behaviour is good, which contributes to their successful learning. They feel extremely safe and are committed to a healthy lifestyle. They make an outstanding contribution to school life through a wide range of responsibilities.

The teachers grab the pupils' attention through imaginative, well planned lessons and high expectations. They make very good use of information and communication technology (ICT), role-play and drama. Very occasionally, the work set for the more able, especially in science, is not challenging enough, nor do tasks always effectively promote and extend pupils' independent learning skills. On occasions, teachers' marking is not helpful to pupils in guiding their improvement. Teachers make good use of overarching themes, such as 'Pirates' and 'World War 2', and of a wide range of visits and visitors, to bring learning to life. Pupils' learning is further enriched by good opportunities to participate in musical and sporting events. The staff and governors play leading roles in education development projects which contribute to the health and well-being of the community. The outstanding excellent partnership with education specialists and other providers underpins the strong support for vulnerable pupils and good equality of opportunity for all.

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

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

- Raise standards in science to those of other subjects, by:
  - ensuring that work in science is matched closely to the needs of all abilities
  - improving pupils' independent learning skills, particularly those of the more able, and providing more opportunities for them to be used
  - using marking more effectively to help pupils improve their work.

**Outcomes for individuals and groups of pupils**

**2**

Pupils take great care over all their work. They set written work out neatly and imaginatively. They make good use of precise targets and a wide range of visual information around the classroom, to support their learning and to improve their knowledge of literacy and numeracy. Overall, progress is good for both boys and girls and they achieve well. However, standards in science are not as high as in English and mathematics, although the gap between subjects has narrowed since the last inspection because of the good practical, first-hand activities. Attainment is average and the results of national assessments reflect this. More-able pupils make good progress overall.

Pupils' eagerness to be involved in all the school offers underpins their good learning. They take their many responsibilities seriously, for example, as councillors, members of the Green Team and as playground buddies. The chairperson, treasurer and secretary of the school council are very effective in guiding and supporting their peers. They have an exceptionally strong influence on the life of the school and the local community, planning and organising fundraising activities for local and national charities. The pupils feel very safe. They trust the staff to care for them and are very well informed about how to avoid unsafe situations in and out of school. Pupils are punctual and their attendance is above average. Pupils have a good understanding of how to live a healthy lifestyle, which is reflected in the snacks and meals they eat. They participate in many regular physical activities which appeal to their different interests. Pupils are polite, tolerant and thoughtful towards others, because of thought provoking assemblies and good opportunities to explore social and emotional issues in many lessons.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching and the use of assessment have improved well since the last inspection as a result of well planned monitoring and support. Teaching is sometimes outstanding. Very warm relationships ensure good behaviour and positive attitudes. The purpose of lessons is shared extremely well with pupils and they are regularly engaged in improving their own work. When teaching is outstanding pupils are kept on their toes by fast-paced questions and high expectations for pupils to work constructively together and think deeply about their work. Very occasionally, work sheets are used in science lessons which do not provide enough challenge for the more able. This limits opportunities for them to develop and use their independent learning skills. Teachers make very good, sometimes outstanding use of marking, especially in English and mathematics. This practice is less well embedded in other subjects.

The curriculum is broad and exciting. A wide range of visits, visitors, and activities before and after school, bring learning to life. The music and wider opportunity programmes raise pupils' aspirations. The regular use of ICT in all subjects is well-established and supports pupils' development of workplace skills well. The school's work towards the Stephen Lawrence and International schools' awards has greatly enriched pupils' personal and cultural development. There is rigorous tracking of the progress of pupils with special educational needs and/or disabilities and excellent use is made of specialist support staff to meet their needs. This is complemented by the high quality of support given to pupils in vulnerable circumstances and their families. The pupils benefit from the very effective role of the learning mentor and robust procedures to ensure the good behaviour and regular attendance of all groups of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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

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<b>The effectiveness of care, guidance and support</b>	<b>1</b>
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## How effective are leadership and management?

The headteacher, ably assisted by her effective deputy headteacher and senior staff, has driven the school forward since she was appointed shortly before the last inspection. There is a strong sense of purpose and determination amongst all the staff, which is constantly focused on clear, well-founded, long-term goals. As a result, there is a high level of consistency in all the school's work and staff morale is high. 'I love working here. I feel part of a brilliant team and making sure standards are improving all the time,' is typical of staff members' views. The senior management team take increasing responsibility for the monitoring and evaluation of their areas. They work closely as a team. Staff are reflective and take good advantage of well planned opportunities for professional development.

Lessons, progress data and pupils' work, are regularly observed and analysed for a wide range of purposes by staff and governors. The headteacher and several members of her staff take significant leadership roles within the local authority, by promoting educational development and supporting other schools. The governing body is well informed and holds the school to account extremely well through well planned monitoring procedures.

Health and safety is managed well and there are strong procedures for safeguarding pupils. The quality of record keeping in all aspects of the school's work is high and contributes to the excellent care provided. The school is very inclusive and promotes equality of opportunity and understanding of diversity extremely well for pupils and staff. The school has an appropriate action plan for developing community cohesion based on a keen knowledge of the immediate locality and strong links with other schools. However, the development of global links and pupils' understanding of sustainability is at a relatively early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

When children start school their skills vary but are generally below those typical for their age. They get off to a strong start. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, standards are close to average and rising over time. There are good induction systems to support children and to quickly settle in to the nursery. Good links with parents and carers and with other providers contribute to children's smooth beginning and later transition to Year 1. The quality of provision has improved well since the last inspection.

Good welfare arrangements and very positive relationships ensure that children feel safe and secure. There are fun and imaginative programmes to help children make good progress in early reading and writing. There is a good balance between adult-led activities and those that children choose for themselves, which contributes well to children's personal development. Children are proud of their work and eager to show what they can do. They enjoy exploring the range of stimulating learning activities.

The school has identified the need to increase the challenge provided for children in the outdoor area and this is central to their action plan. The use of assessment to improve children's learning is good, and parents and carers feel well informed about their child's progress. The Early Years Foundation Stage leader and her team have clear roles and are constantly seeking ways to improve the provision further. They identify strengths and weaknesses well and act effectively upon them. As a result, the Early Years Foundation Stage is well placed to continue to improve.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A fifth of parents and carers responded to the questionnaire. They are largely positive about the school and recognise its many strengths. Parents and carers praise the leadership shown by the headteacher and the care and approachability of all staff. They



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feel that their children receive very good support and are challenged to achieve well. A small minority of parents and carers feel that pupils do not always behave well and that misbehaviour is not always handled well. Inspectors found no evidence of this. The inspection team agrees with parents' and carers' positive views.

## 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	69	38	29	1	1	1	1
The school keeps my child safe	82	63	44	34	2	2	2	2
The school informs me about my child's progress	69	53	59	45	2	2	0	0
My child is making enough progress at this school	69	53	55	42	3	2	1	1
The teaching is good at this school	68	52	56	43	1	1	0	0
The school helps me to support my child's learning	68	52	57	44	4	3	0	0
The school helps my child to have a healthy lifestyle	75	58	47	36	6	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)	68	52	48	37	5	4	0	0
The school meets my child's particular needs	61	47	64	49	2	2	1	1
The school deals effectively with unacceptable behaviour	52	40	62	48	10	8	3	2
The school takes account of my suggestions and concerns	54	42	65	50	4	3	1	1
The school is led and managed effectively	78	60	52	40	0	0	0	0
Overall, I am happy with my child's experience at this school	88	68	41	32	1	1	0	0

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



23 June 2010

Dear Pupils

Inspection of Five Lanes Primary School, Leeds, LS12 4NB

Thank you for the friendly welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you. You go to a good school and are right to be proud of it. You say you feel very safe and appreciate the excellent care that all adults show to you. You told us that your lessons are fun and you enjoy the clubs you take part in. You know how to live healthily. You make an excellent contribution to the way that the school is run through your many responsibilities, for example, school councillors, the Green Team and many more activities. As we saw, you clearly enjoy taking part in plays and musical productions.

Your school provides you with a good education. The headteacher and her staff work well together to help you to learn and to make things better for you. They take good care of you. You make good progress. You reach the expected standards for your age. Your music and art work is of especially good quality. You are taught well and given many exciting things to do at school.

To help your school become even better, I have asked your headteacher and governors to:

- help you improve your science skills through giving you work which challenges you all
- to have more lessons where you learn to work on your own and decide how you are going to tackle problems.

You can help by enjoying your time at school and always trying your very best.

Yours sincerely

Andrew Clark

Lead inspector

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