

# Four Lanes Infant School

## Inspection report

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<b>Unique Reference Number</b>	116082
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357876
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	Diane Wilkinson

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	263
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Charlotte Corkish
<b>Headteacher</b>	Yvonne Thornton
<b>Date of previous school inspection</b>	31 January 2008
<b>School address</b>	Hanmore Road Basingstoke RG24 8PQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed nine teachers, visited 17 lessons and observed a number of groups led by teaching assistants. They held meetings with governors, staff and pupils and also spoke to a small number of parents and carers collecting their children from school. Inspectors observed the school's work, and looked at analyses of pupils' progress, development planning and monitoring, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a small sample of pupils' work. They also scrutinised questionnaires returned by 163 parents and carers and 17 staff.

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

- How successfully the school has adapted provision to meet the needs of pupils from a wider area.
- The consistency and quality of teaching
- Boys' achievement in mathematics, and higher ability pupils' achievement in writing.
- The effectiveness of the school's promotion of community cohesion in developing pupils' knowledge of diversity in the wider world.

## Information about the school

Four Lanes is a larger than average infant school. Over the past year, the school has been affected by a number of lengthy staff absences and is currently led jointly by two acting headteachers. Since its last inspection, the school's catchment area has been extended, and a small minority of pupils are also admitted from a wider area. The large majority of pupils are of White British heritage, although the proportion of pupils who speak English as an additional language is around average. The proportion of pupils with special educational needs and/or disabilities is below average. The most commonly identified of these relate to moderate learning, behavioural, emotional and social needs, and speech, language and communication difficulties. The school holds the Healthy School and Activemark awards, together with an award for financial management.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Four Lanes is an outstanding school. The excellent caring and supportive ethos, together with how exceptionally good the staff are at adapting provision to consistently meet the changing needs of pupils, results in all pupils' excellent equality of opportunity. This is most notable in the way that pupils with special educational needs and/or disabilities are supported by early identification and the outstanding programmes put in place to address their needs. Consequently, many catch up quickly and achieve as well as their peers. The outstanding way in which staff provide for individual needs also benefits the more able pupils because their activities help them to do their very best, including in writing. Individual pupils' interests are capitalised on especially well, resulting in an excellent curriculum that helps both boys and girls, pupils from different backgrounds and those who speak English as an additional language, to learn easily.

Both staff and pupils gain considerably from the high quality management and evaluation systems set up under the guidance of the permanent headteacher. These ensure that the school runs smoothly when any staff member is absent and that temporary staff are supported exceptionally well. Procedures for tracking pupils' progress and monitoring the quality of provision, especially that of teaching and learning, are outstanding. As a result, the school has an excellent awareness of the effectiveness of provision and responds very quickly if progress slows in any area. For example, a decline in the number of pupils reaching the higher levels in writing in the national assessments last year has been completely turned around already. Excellent teamwork and commitment amongst all staff ensures that teaching in all year groups is of high quality. All pupils gain from this considerably, with Reception children getting off to an excellent start and the rate of progress being consistently excellent across the school. Attainment has been high for the last five years and is outstandingly placed to continue as such. Pupils' personal development is also a strength. They very much enjoy school and, despite a very small minority finding this difficult, behave exceptionally well. Pupils are very aware of how to keep healthy and safe and their excellent ability at working independently or in a group helps prepare them especially well for the future. Pupils contribute especially well to school life and the school is a very warm and friendly community. The school's audit and analysis of community cohesion indicates that links with the local community are satisfactory. However, pupils' awareness of living in a culturally diverse society, both in the United Kingdom or globally, is less well developed.

Underpinning the strengths in provision are the outstanding leadership and management seen at all levels. Staff are extremely reflective, constantly seeking ways to best meet the needs of each pupil through research and excellent liaison with other schools and agencies. Staff are equally good at liaising with parents and carers to ensure they are fully involved in their children's education. Governors provide excellent strategic direction and

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support, and play a leading role in important areas. Strengths such as these ensure that the school can maintain the high quality provision and excellent pupil outcomes.

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

- Improve community cohesion by providing more opportunities for pupils to acquire an understanding of diversity in the wider world.

## **Outcomes for individuals and groups of pupils**

**1**

Since the last inspection attainment on entry has declined, especially in social and early literacy skills. The highly skilled Early Years Foundation Stage team has adapted provision especially well, so that children make excellent progress, with the majority exceeding levels expected for their age by Year 1.

This is built on exceptionally well in Years 1 and 2 so that by the time pupils leave, attainment is high and achievement is outstanding. Year 2 pupils' writing is enlivened by effective vocabulary and an excellent awareness of how to construct sentences that engage the reader by using words like, 'suddenly', 'because' and 'finally'. Excellent progress is made in reading as, alongside learning the skills to sound out letters, very good activities help pupils easily comprehend what they read. The most able pupils use deduction very effectively to predict what might happen. Basic numeracy skills are very well taught and re-enforced, with boys now achieving as well as girls in mathematics. During the inspection, virtually all Year 2 pupils were confidently adding or subtracting tens and units, with the more able being very skilled at working with hundreds numbers. Very good links between subjects help pupils apply their skills in a range of situations, and to use information and communication technology very well to support their learning.

Staff capitalise exceptionally well on pupils' great enthusiasm for learning to ensure they do equally well in important areas of personal development. Attendance levels have risen well over the past few years and are above average. Moral and social development are especially strong. Despite a number of Reception children finding it difficult to concentrate and take turns, by Year 1 the vast majority of pupils behave exceptionally well and are very kind to each other. Pupils make a major contribution to the very safe environment by the way they move around the school and carefully use resources. From the time they start in Reception, pupils love taking responsibility for different tasks. School councillors take their roles very seriously, being confident that their views are valued by adults. Pupils are great ambassadors for a healthy lifestyle, very much enjoying the fruit and vegetables provided for their lunches.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Curriculum planning is exceptionally helpful to staff in that it links very closely to assessment criteria so it is very clear what steps each pupil needs to take next. The transition diaries which pupils complete before they start Reception and when they move from class to class or to the juniors provide excellent information on their interests. This is used especially well to plan the integrated learning themes that motivate and enthuse pupils so well. The programmes for developing reading, writing and mathematics are outstanding and a major factor in pupils' excellent progress.

Assessment is of exceptionally high quality, both in its accuracy and regularity. Weekly and individual lesson plans are constantly being adapted to take account of the stages at which individual pupils are working, with ability groups regularly changing as pupils speed ahead in their learning or suddenly find something more difficult. The diagnosis of the specific needs of vulnerable pupils is excellent and leads to outstanding programmes of work being put in place to support them, including for those who have a disability or who speak English as an additional language. For example, many pupils whose home language is not English attain high standards.

Alongside this pupils benefit greatly from the consistent way that new skills and knowledge are taught across all classes. Pupils are very clear that to achieve the target for each lesson they have to become a 'green learner'. Consistently high expectations of behaviour and academic progress ensure that pupils continually strive to do their very

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best. In all lessons, group work is especially well planned, with highly skilled teaching assistants supporting learning exceptionally well. This was most notable in a guided reading lesson, where the teaching assistant helped a more able group to read at a level much higher than usual for their age.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school's success in providing excellent equality of opportunity for each pupil is down to outstanding leadership and management and high quality teamwork. Leadership of the provision for pupils with special educational needs and/or disabilities is outstanding, with all staff supporting this aspect exceptionally well. The whole school community is regularly consulted for views on how well the school is doing, with senior leaders and governors responding very positively to this. For example, governors have been instrumental in setting up the very popular 'walking bus'.

The shared vision for how the school can best provide for its pupils, together with the strong commitment to achieve this, has been especially good in helping the school through a difficult period of lengthy staff absences. Excellent monitoring and support for teaching and exceptionally strong year leadership has meant that temporary staff swiftly adjust to the school's systems and procedures. As a result, pupils do not miss any opportunities when their class teacher is away. The members of staff who have taken over senior leadership roles as acting headteacher or Early Years Foundation Stage leader are fulfilling these exceptionally well. In addition, outside support, most notably from the local authority, has also been very effective over the last few months. Governors have also provided excellent support during this time. In particular, their planning to deal with longer term staff absences is outstanding. Financial management is very effective and resources, such as the deployment of highly skilled teaching assistants, are used to especially good effect.

Monitoring and development planning is excellent, with the school well on the way to achieving its current targets regarding writing, and consistency of teaching. Enhancing community cohesion is also a focus this year. Plans are already in place to increase pupils' awareness of cultural and religious diversity although this target has yet to be achieved. Effective policies and procedures ensure pupils are kept safe and free from harm at all times. Risk assessment, staff vetting and child protection procedures are fully in place, and liaison with other safeguarding agencies is good.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Outstanding leadership and management, together with excellent teamwork amongst all who work with children, are the key to the outstanding provision and excellent progress children make. Staff have adjusted provision exceptionally well to take account of the changes in children's needs and abilities. The colourful and stimulating environment and highly skilled teaching support the children exceptionally well. In only half a term, children's personal, social and emotional skills have progressed in leaps and bounds. Although some children still find it difficult to concentrate and sometimes call out when they should not, the vast majority are already getting the best out of school. Independence is encouraged exceptionally well. Children have many opportunities to talk through things with a friend or take on responsibility, including through organising their own activities. For example, during the inspection, a group of six children had a great time in the role-play area, 'planning and going on holiday with their babies'.

Staff are exceptionally skilled at relating activities to children's own interests, getting them to write about things they like doing or counting, using resources the children choose. As a result, the majority of children are already accurately writing new words like 'dog' and 'sand', with the more able beginning to write sentences using capital letters and full stops. Most children count up to five and recognise common shapes in everyday objects. Adults are especially good at interacting with children, questioning or prompting them to discover things for themselves. Every opportunity is taken to assess how well children are progressing in order to ensure planning for the next day's activities promotes learning further.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

A very large majority of parents and carers are happy with the school, recognising that their children feel very safe and enjoy being there. They think teaching is good and are pleased with their children's progress. Most agree that their children are prepared well for the future and are helped to live a healthy lifestyle. Inspectors agree with these views.

The area of most concern to parents and carers who responded to the questionnaire or who sent in written comments was leadership of the school while the permanent headteacher was away. Inspection evidence shows that the excellent management systems are running very well during the headteacher's absence. In addition, the two acting headteachers, together with governors and other senior staff, are leading and managing the school exceptionally well. Of concern also to a small minority of parents and carers was the way in which the school deals with unacceptable behaviour. Inspectors found that, on the few occasions when a very small minority of pupils did not behave well, the strategies used to deal with this were very good. Any other aspects raised in the questionnaires or in written comments were of concern only to a very small minority of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Four Lanes Infant 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 163 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	60	61	37	3	2	1	1
The school keeps my child safe	93	57	63	39	6	4	1	1
My school informs me about my child's progress	50	31	86	53	20	12	5	3
My child is making enough progress at this school	55	34	88	54	11	7	0	0
The teaching is good at this school	82	50	69	42	6	4	0	0
The school helps me to support my child's learning	67	41	78	48	15	9	0	0
The school helps my child to have a healthy lifestyle	83	51	75	46	3	2	1	1
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)	65	40	67	41	5	3	0	0
The school meets my child's particular needs	63	39	80	49	12	7	0	0
The school deals effectively with unacceptable behaviour	46	28	71	44	23	14	9	6
The school takes account of my suggestions and concerns	46	28	77	47	19	12	3	2
The school is led and managed effectively	57	35	70	43	24	15	3	2
Overall, I am happy with my child's experience at this school	76	47	71	44	13	8	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



22 October 2010

Dear Pupils

**Inspection of Four Lanes Infant School, Basingstoke RG24 8PQ**

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their time to talk to us. We think your school is excellent and are delighted that you and your parents and carers think it is a great place to be as well.

Here are some of the things we found out were especially good about the school.

- You make excellent progress and by the time you leave attainment in reading, writing and mathematics is high.
- Your personal development is excellent as well. We are very impressed by how well you behave, how much you enjoy school and how hard you work.
- The activities staff plan for you are especially good at helping you to learn easily and they teach you exceptionally well.
- Children in Reception get off to an excellent start.
- Adults care for you very well and provide especially good support for those of you who have a specific need or who find learning difficult.
- Staff, including those who lead and manage the school, and governors work really well together and also with your parents and carers, and other schools and organisations to help you get the very best education.

Your school is excellent at helping you to get on well with each other. However, we think you also need to learn more about how you can get on with different groups of people, both in this country and overseas.

Yours sincerely

D Wilkinson

Lead inspector

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