

National Society Statutory Inspection of Anglican Schools Report

Five Lanes Church of England Voluntary Controlled Primary School

Blackberry Lane,
Potterne,
Wiltshire,
SN10 5NZ

Diocese: Salisbury

Local authority: Wiltshire

Dates of inspection: 4th March 2008

Date of last inspection: N/A – Amalgamation of two local schools

School's unique reference number: 133233

Headteacher: Mrs Sue Berry

Inspector's name and number: Mrs Wendy Simmons

School context

Five Lanes is a small rural split site primary school with six classes on two sites approximately three miles apart. There are 111 pupils on roll. Potterne Church of England Primary and Worton and Marston Primary amalgamated in September 2006 to become Five Lanes Church of England Primary. The site at Potterne is now the Foundation and Key Stage One base and the Worton site is for Key Stage Two. Local authority transport conveys children to and from one site to the other according to their class base. The pupils are predominantly White British.

The distinctiveness and effectiveness of Five Lanes as a Church of England school are Good.

Pupils and parents at this newly amalgamated Church School, value the Church School ethos. They speak enthusiastically about the leadership of the Head teacher and the Vicar who unite the two communities through a range of activities within the school and through holiday clubs and events. Learners are aware of the five outcomes of Every Child Matters. The SEAL programme has also been introduced and inclusive strategies are used to address the needs of all learners.

Established strengths

- The significant effort by contributed by the Head teacher, Vicar, staff and governors to establish this new Church of England Primary School.
- The innovative strategies to provide opportunities for whole school worship at places central to both school sites to celebrate the major church Festivals.
- The very positive relationships between staff, parents and pupils achieved through questionnaires and parent workshops.

Focus for development

- Continue to develop and extend the systems for evaluating Collective Worship.
- Continue to provide opportunities to address issues of social and cultural understanding.
- Instigate the RE co-ordinator's plans to introduce individual pupil RE portfolios following the proposed evaluation of the provision for RE in April 2008

The school, through its distinctive Christian character, is Good at meeting the needs of all learners.

Five Lanes School is committed to 'Every Child Matters'. There are ECM displays throughout the school. This is an inclusive school where challenges are addressed through the provision of appropriate resources. Christian symbols are evident at both sites, in the school halls for Worship and, for example, the 'Peace' corner in the Y5/6 classroom. Religious Education contributes to distinctiveness. Foundation Stage pupils are learning about Spring and new

life. Objectives are identified and learners had planted daffodil bulbs and marvel at their growth and flower. A clutch of chickens' eggs, about to hatch, are on view in an incubator in the year one class. Through the theme of 'Creation', Y4/5 learners recalled the Ten Commandments and discussed their relevance to the twenty first century. They were asked to write ten ecological commandments for the world today. The lesson stimulated the idea of community responsibility alongside God's message for the world. Children were given an insight into an understanding that there might not necessarily be a right or wrong answer. Pupils' awareness of the wider world is emphasised through their support for charities, links with other schools and the School Council's project of awareness of energy conservation and recycling, leading to becoming an Eco-school. Two pupils represent the school on the local Young People's Forum, linked to the Town Council. A greater understanding of other faiths and cultures would further support their knowledge.

The impact of collective worship on the school community is Good.

The use of 'Values for Life' provides the focus for the termly theme chosen. Worship is led by the head teacher and either the Vicar or the curate at both sites. Staff members also lead worship. The theme for Term 4 is 'Trust'. Key Stage One worship was observed. A story was told and Y2 learners acted the story to reinforce the message. Pupils were involved and could answer questions. At the Key Stage Two site children were asked about their Worship and could recall the worship of the day and others they had remembered and enjoyed. They particularly enjoy the visits of the Vicar and can speak about the special services arranged for the whole school to celebrate Festivals. The school hall at both sites has a focal point for worship with an altar, cross, candle and a bible. The Lord's Prayer is known to the children and is displayed in the school. There are books of children's prayers at both sites. Pupils enjoy singing and Key Stage One children sing with enthusiasm. The Y5/6 class devised their own questionnaire to gather children's opinions about worship. The responses to 'What would be missed if we didn't have Worship? were very positive citing being able to 'talk to God', 'being all together' and 'celebrating success'. Oak class have considered the eight 'Millennium Goals' and through their work on the Active 8 project, posed the question 'Why is Prayer important'. The older learners attend the Leavers' Service at Salisbury Cathedral. This and visits to Potterne Church support their understanding of the Anglican faith. With no children from other faiths, the school teaches about Islam and Judaism through Religious Education. An action plan for monitoring and evaluation was introduced in October 2007 and The Vicar has monitored the impact on children's spirituality. The school should now continue to explore and extend ways of monitoring all worship using other adults and children. Parents are given opportunities to attend worship, particularly those relating to whole school worship in Church and other local sites.

The effectiveness of the leadership and management of the school as a church school is Good.

The Head teacher ensures the Christian ethos of the school is communicated to everyone. An Action Plan to further the 'Distinctiveness' of Five Lanes as a Church School, is highlighted within The School Development Plan. The mission statement and Christian values are evident in the School Prospectus and all policies. Interviews with parents and staff support the view that everyone is aware of the school's link with the Church. Following amalgamation the Head teacher and staff have had opportunities to attend in service training relating to the school's Christian Foundation. Links with the Diocese of Salisbury have been made through the year six Leavers' Service and a Key Stage One visit to Salisbury Cathedral. Diocesan staff are currently working with the school to create Altar cloths for both sites. The RE subject leader is new to the post and has made a significant contribution to RE development. She is reviewing provision in April 2008. The governors have been very involved in the development of the school as a Church School. Governors meetings begin with prayer and interviews with governors during the inspection highlighted the positive response and the daily involvement with the school. They know what happens in the school and how it is organised. They spoke of the improvements to the Key Stage One site and the sympathetic approach to amalgamation to meet the needs of both communities, not least how the school badge was developed using the meeting of the five lanes at a point equidistant from both sites. Governors say that 'relationships set this school apart'. Differences have been aired, discussed and resolved. They also say that, 'everyone at Five

Lanes models faith'.

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