

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Five Lanes Church of England Primary School, Worton	
Address	High Street, Worton, Devizes, SN10 5SE
School vision	
Working together to build a firm foundation for learning and flourishing. 'Anyone who listens to my teaching and follows it is wise, like a person who builds a house on solid rock' Matthew 7:24-25	
School strengths	
• The Christian vision closely matches the context of the school and the needs of the whole community. Leaders' school improvement work is largely shaped by the vision providing the firm foundations required to enable flourishing. • Collective worship is carefully planned and meets some of the spiritual needs of pupils. It is a clear reflection of the vision. • Positive relationships are a key strength of this school. A deep level of care and support is modelled by staff and reciprocated throughout the school community. The vision has shaped this approach which has brought about stability and security following a period of challenge. • Because of the outworking of the vision, the school is highly inclusive throughout. Barriers to progress for pupils with special educational needs and/or disabilities (SEND) are identified quickly and personalised provision put in place to enable flourishing.	
Areas for development	
• The religious education (RE) curriculum is not effective. Therefore, leaders should develop a carefully sequenced curriculum to enable pupils to continually build upon knowledge and understanding. • RE does not have a sufficiently high profile within the curriculum of a Church school. Therefore, leaders should take steps to ensure that RE is of the highest possible standing as part of the whole school curriculum. This should include prioritising expert training for staff in RE teaching and strategic monitoring of the subject to bring about ongoing improvements. • Fully embed the newly established Christian vision. This is so that the whole Five Lanes community understand it and its relevance to them and the school. • Develop a shared understanding of spirituality to enable pupils to have a deeper awareness of their own personal spiritual development.	

Inspection findings

Establishing solid foundations is central to the Christian vision of this school. Having rightly identified the need for stability following an extended period of challenge, leaders have a newly established vision. This is based on the parable of the two builders from the Gospel of Matthew. The vision drives leaders' decision-making resulting in a tangible revived sense of stability and security. This is highly appreciated by members of the school community who now feel safe and well looked after. The vision is practically expressed through a set of core Christian values: trust, respect and compassion (TRC). The language of these permeates all aspects of school life. Staff and pupils have a deep understanding of them and link their understanding to Bible stories. However, the new vision is not fully embedded, and so its meaning and impact on the school community is at an early stage.

Leaders are ably supported by a full and committed team of governors. They are active in the life of Five Lanes and well-known by pupils, parents and staff alike. They have a deep understanding of the new vision and the journey they are on. Together with school leaders, their passion for ensuring the best possible outcomes for every individual in their care is palpable. Elements of the school's Christian distinctiveness are routinely monitored by governors. Observations inform discussions in meetings bringing about ongoing improvements. However, the monitoring of RE is insufficiently robust resulting in limited improvements being made in this area.

The well-established partnership between the church and school community reinforces the solid foundations for flourishing articulated in the vision. The strength of this mutually valued relationship is shown through maintaining close links during a recent period of time without a vicar. Committed members of the church Open the Book team have reliably led worship at Five Lanes for many years. This is widely enjoyed and develops pupils' understanding of a variety of Bible stories and their relevance to life today. The church is used for special services as well as events hosted by the congregation. For example, an Easter focus on the 'stations of the cross' deepens pupils' understanding and enhances their spiritual experiences. Leaders engage with the diocese and value the support and guidance provided. Older pupils value the opportunity to join with those from other schools at the diocesan annual leavers' service at Salisbury Cathedral. These valued partnerships provide additional stability for the school and strengthen its Christian character, directly reflecting the vision.

There is an unmistakable sense of love and care at Five Lanes, stemming directly from the vision. Staff consistently model this through the way they look after pupils and each other. The example they show is subsequently reflected by members of the school community. Staff know their pupils and families deeply. They provide personalised support for them through times of challenge. Parents feel like an integral part of the school family and there is a strong sense that nothing is too much trouble for any of the staff. New pupils are welcomed with open arms and quickly become part of the community. Absolute inclusion is clearly apparent here resulting in a widespread feeling of being valued and accepted. As an expression of the vision, the 'TRC' values instil a common recognition of the importance of forgiveness. There is a clear appreciation of equity and a firm belief that everyone should be included and treated fairly. Pupils enjoy fundraising activities to support those less fortunate. Individuals have been inspired to lead on school-wide projects raising awareness of causes important to them. For example, pupils wear red as part of an annual event, spear-headed by pupils, to raise awareness of the impact of haemophilia. However, this work is not embedded across the school.

Collective worship is valued as a special time of each day. It provides a dedicated opportunity to come together as a school family to develop understanding of the vision and values. Worship is wholly invitational, and everyone is included. Those with SEND are provided with support if required to enable them to take part. Worship is strategically planned to build on understanding. This

enhances pupils' secure grasp of their core values. Pupils relish taking part in worship. The sound of exuberant singing fills the entire school during these special times. Prayers are confidently led by individuals demonstrating their sense of security, as well as their understanding of the theme being explored. These moments, together with times of stillness and reflection, enhance spiritual development. Opportunities for such growth continue through the school day, including at 'family lunch'. Pupils and staff gather reflectively, serve one another, sing together and lead prayers of thanks. This is a cherished time which further strengthens the sense of stability and feeling safe within the school.

Learning experiences are carefully designed to meet the needs of all pupils. The vision shapes this work to ensure that everyone develops firm academic foundations enabling them to flourish. Because they know pupils well, staff adapt and personalise lessons for those with SEND giving them the best opportunities to succeed. Leaders have started to identify planned opportunities for spiritual development across the curriculum. However, there is not a clearly defined understanding of what spirituality is. This limits the depth of staff understanding as well as pupils' awareness of their own personal spirituality.

Leaders have not given RE priority as a core subject within the curriculum. This is evidenced by the quality of pupils' work in their books which does not align with that in other core subjects. Ongoing professional development for teachers is not readily available, restricting opportunities for them to develop their teaching of RE. Some pupils enjoy the subject although this view is not widely shared. Some show a lack of understanding of the distinction between RE as an academic subject and collective worship. The RE curriculum follows the locally agreed syllabus and is supported through quality resources. However, it is insufficiently well-sequenced and inadequately progressive across year groups. This prevents pupils having the opportunity to build on prior knowledge and understanding. Consequently, they are not able to talk about a breadth of faiths and religious practices with any degree of depth. They do not understand the impact that religion has on peoples' lives. Leaders are aware of what needs to be done to improve provision in RE within the school.

The inspection findings indicate that Five Lanes Primary School has strengths, but that there are also issues that leaders need to address as a matter of priority. These issues relate to RE and are listed in the areas for development.

Information			
Inspection date	8 May 2024	URN	133233
VC/VA/Academy	Voluntary controlled	Pupils on roll	43
Diocese	Salisbury		
MAT/Federation			
Headteacher	Sarah-Jane Chalker		
Chair	Jardine Broom		
Inspector	Anna Willcox	No.	915