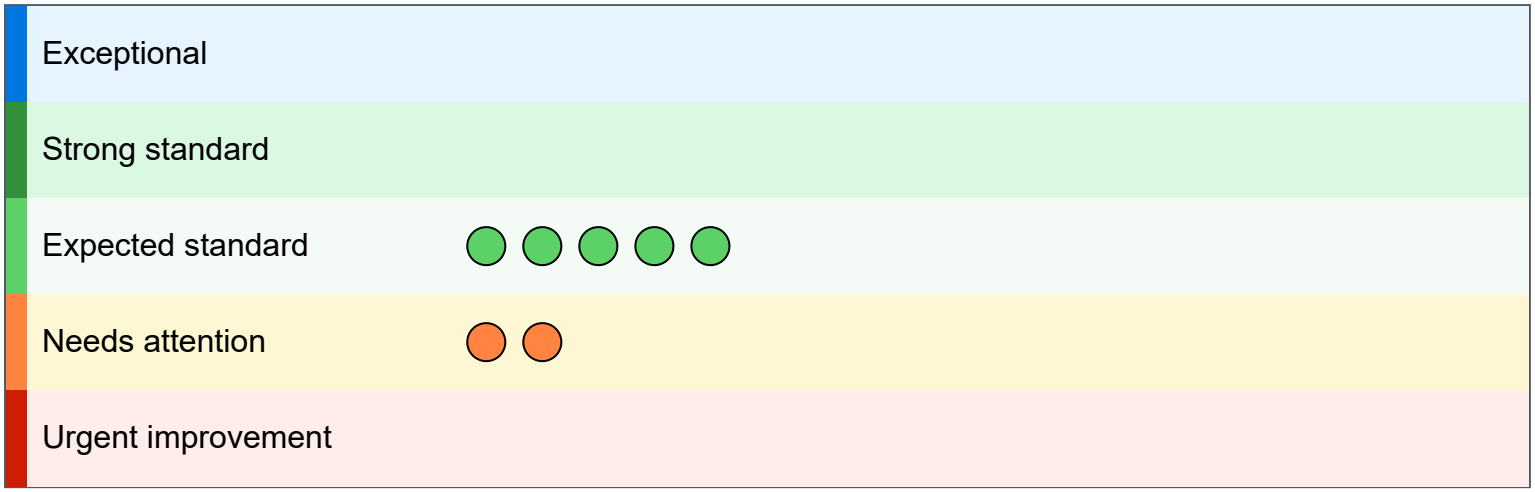
Lainesmead Primary School and Nursery

Address: Southview Avenue, Old Walcot, Swindon, Wiltshire, SN3 1EA

Unique reference number (URN): 126228

Inspection report: 9 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard

Leaders have an accurate view of the quality of the curriculum and the teaching of it. They identify and focus on the right priorities to bring further improvement. For instance, work to build pupils' oracy and vocabulary is well embedded across all year groups. This helps pupils to communicate and write in depth. Additionally, work to reduce the barriers that exist for pupils with special educational needs and/or disabilities (SEND) has been effective. Consequently, staff typically meet the needs of pupils with SEND well. However, sometimes teaching is not well matched to pupils' starting points. This means that they are not consistently able to swiftly progress through the curriculum.

The curriculum is broad and well sequenced. It is designed to enable pupils to build on what they already know and can do over time. Pupils understand how what they learn in school is relevant to their futures because staff make clear links to a range of jobs. Where possible, the curriculum is enriched by relevant visits. For instance, a museum trip makes pupils' learning about life in Victorian England highly memorable. The curriculum for each subject makes links to learning in other subjects. This deepens pupils' knowledge of individual topics.

Staff prioritise pupils' phonics, reading and foundational skills in mathematics and writing. Pupils who have gaps in these areas are given extra support which helps them to catch up. Pupils enjoy visiting the 'bus library' where they develop their love of books and reading.

Early years

Expected standard

Children make a positive start to school life in the early years. This includes 3-year-olds, who quickly settle into the welcoming and engaging nursery environment. Staff make sure that children have positive experiences and are well cared for. Staff plan engaging and well-considered activities which help children to make progress within all areas of learning. There are clear routines which help children to develop independence and feel secure. Adult interactions and teaching activities are purposeful and develop children's communication, language, early reading, mathematics and writing skills.

Children demonstrate positive attitudes and well-developed personal and social skills. An enticing range of activities on offer inside and outside of the classroom provides opportunities for children to apply their learning within different environments. These activities promote children's curiosity and sustained involvement. As children join the school, teachers assess their needs promptly so they can follow the curriculum successfully. Children with special educational needs and/or disabilities receive the pastoral support and teaching that they need to flourish. Staff use effective transition arrangements to help children to be ready for the Year 1 curriculum.

Inclusion

Expected standard

The school is an environment where everyone is valued and included. Leaders understand pupils’ needs and have high expectations for what they can achieve. They ensure that staff

share these expectations and have the expertise to support pupils who face particular barriers to their learning or wellbeing. As a result, pupils' needs are typically met so they learn successfully alongside their peers.

Pupils with special educational needs and/or disabilities and those who are vulnerable in other ways are supported through tailored adaptations and targeted support. Pupils thrive because of this. The inclusive culture of the school is reflected in pupils' interactions. They work together positively in lessons. At playtime, pupils take turns and share the highly-prized play equipment with one another. They include one another in their games, showing that they understand the value that each individual brings.

Leaders are committed to supporting pupils who are known to social care and their families. They are tenacious in making sure that pupils get the external support they need. Leaders and governors use funding to support disadvantaged pupils appropriately. The impact of this can be seen in the improved academic progress and attendance of such pupils.

Leadership and governance

Expected standard

Leaders and governors have a thorough and accurate view of the school's strengths and areas for development. They are clear about what needs to improve, and how this will be achieved. Consequently, there is a shared vision among staff of the high aspirations that leaders have.

Leaders have the best interests of pupils at heart. This is evident in the strategies they have chosen to improve the school. For instance, the multifaceted approach to tackling lower attendance has included making school feel 'irresistible' for pupils. Leaders invite pupils' views about how to make the playground environment even more inviting, for example. Leaders' work across the school and with parents to improve pupils' emotional health and wellbeing has had some impact on reducing persistent absenteeism.

Leaders consider how to bring about improvement whilst protecting staff from excessive workload. Consequently, staff feel well supported. Leaders collaborate with other local schools to support staff's professional learning and broaden the range of opportunities available to pupils.

Governors fulfil the duties expected of them effectively. They challenge and support leaders in equal measure. Leaders' actions to improve pupils' achievement and attendance are beginning to have an impact. Leaders know what they need to do to ensure that these improvements are sustained over time.

Personal development and wellbeing

Expected standard

The school has developed a suitable programme to support pupils' personal development. The curriculum makes a positive contribution to pupils' spiritual, cultural and emotional development. Pupils develop their understanding of the wider world, healthy lifestyles and relationships. They gain an understanding of the values important for life in modern Britain and people with characteristics that are protected by law. They value equality and the contributions that people from differing backgrounds make to society.

Pupils show mutual respect and tolerance in their interactions with one another. They learn about a range of religions and worldviews, including the similarities and differences between them.

Pupils learn how to recognise risk and keep themselves safe in the local community. Pupils also learn how to stay safe when online, and how exercise and food choices can keep them healthy. The curriculum makes links to real-life experiences and visitors from a range of careers regularly share their experiences with pupils. These opportunities help pupils to consider their future aspirations and help their learning to feel meaningful.

Pupils value the range of leadership opportunities that are available to them. Leaders ensure that these roles have a positive impact on life in school. For instance, play leaders help to ensure that everyone feels included at social times. The pupil parliament helps pupils to learn about voting and democratic decision-making.

The support available for pupils' emotional wellbeing is extensive and is a particular strength of the school. Pupils know who the trusted adults are that will help them if they have worries or concerns. Leaders ensure that all pupils can access a breadth of personal development opportunities.

Needs attention

Achievement

Needs attention

Pupils’ attainment in reading, writing and mathematics at the end of key stage 2 has been well below the national average over time. The number of pupils achieving the expected standard in the phonics check at the end of Year 1 has also been low.

However, leaders' actions to improve the curriculum and teaching are having a positive impact on current pupils' learning. Pupils across the school generally have secure knowledge across the curriculum. Gaps in pupils' reading, writing and mathematics knowledge are closing. Pupils' written work and verbal contributions in lessons are generally of high quality. By the end of early years and key stage 1, pupils are typically well prepared for the next stage of their learning.

Pupils with special educational needs and/or disabilities (SEND) make suitable progress through the curriculum from their different starting points. The progress that disadvantaged pupils make is improving because their needs are well considered in the design of the curriculum and the way in which it is taught.

Attendance and behaviour

Needs attention

Leaders thoroughly analyse the information they have about pupils' attendance. Consequently, they understand the barriers which prevent some pupils from coming to school regularly. Staff understand how they can support pupils to attend well, adapting their approaches in light of individual circumstances and needs. The actions taken by leaders

have begun to reduce absence for some pupils. However, too many pupils currently miss significant amounts of school.

Pupils know how they are expected to behave. The school's rules, systems and routines are easy for pupils to understand. This helps them to meet the high expectations that staff have of them. Pupils, of all ages, are taught how to manage their emotions and their relationships with others. Consequently, pupils behave very well, showing positive attitudes towards learning and their teachers. At social times, pupils are considerate of one another and play together harmoniously.

The purposeful, nurturing atmosphere at the school is underpinned by positive relationships between pupils and staff. Pupils are respectful of those who come from different backgrounds to their own. Bullying is rare and is never tolerated. Pupils are confident that staff will help them to sort out any unkindness or friendship issues that happen.

What it's like to be a pupil at this school

Pupils are proud of their school. They feel safe and know there is always an adult they can talk to if they have any worries. The school is a tolerant and accepting place where pupils feel known and valued as individuals. Although pupils say that bullying is uncommon at their school, they are confident that staff would help them if it did. Many pupils enjoy coming to school and attend well. However, too many pupils do not attend school frequently enough and so miss out on learning and other opportunities.

Pupils follow well-established routines and settle quickly to their learning. They work cooperatively together and are keen to do well. Learning is rarely interrupted by poor behaviour. In the early years, children move sensibly between different activities and share well with their peers. Pupils are respectful, considerate and support and encourage one another. This leads to a harmonious environment throughout the school.

Pupils who need extra help with their learning or behaviour, including those with special educational needs and/or disabilities, receive it. The barriers to learning that they face are typically reduced so that they spend more time learning alongside their peers.

Most pupils read well and have appropriate writing and mathematical knowledge and skills by the end of key stage 1. However, too many pupils do not achieve well enough in national assessments at the end of Year 6.

Pupils take pride in the responsibilities they hold and enjoy contributing to school life. They are eager to share their views and talents with others. For instance, pupils enjoy performing poetry, dances and songs for their peers. The school provides opportunities that broaden pupils' experiences and develop their interests, including through trips and clubs.

Next steps

- Leaders should continue to work with families to improve pupils' attendance, so that pupils can achieve academically and benefit from the wider opportunities that the school offers.
- Leaders should continue to improve staff's expertise so that teaching is more specifically targeted to pupils' starting points, so that they can achieve more.

About this inspection

The chair of the governing body is Alan Mulrooney.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior and middle leaders, governors and a selection of staff and pupils during the inspection. They also considered the views of parents, pupils and staff who responded to the Ofsted surveys that were sent out at the time of the inspection. Inspectors visited lessons and viewed pupils' work. The lead inspector met a representative of the local authority.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Alyssia Mepstead

Lead inspector:
Sarah Favager-Dalton, His Majesty's Inspector

Team inspectors:
Lizzy Meadows, Ofsted Inspector
Sophie Laing, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

347
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

440
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

28.57%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.46%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

15.56%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	61%	Below
2024/25 (final)	35%	62%	Below
2023/24 (final)	44%	61%	Below
2022/23 (final)	44%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	74%	Below
2024/25 (final)	62%	75%	Below
2023/24 (final)	58%	74%	Below
2022/23 (final)	71%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	72%	Close to average
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	60%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	73%	Below
2024/25 (final)	50%	74%	Below
2023/24 (final)	62%	73%	Below
2022/23 (final)	55%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	23%	46%	Below
2024/25 (final)	13%	47%	Below
2023/24 (final)	15%	46%	Below
2022/23 (final)	39%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	44%	63%	Below
2023/24 (final)	31%	62%	Below
2022/23 (final)	78%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	59%	Below
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	38%	58%	Below
2022/23 (final)	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	60%	Below
2024/25 (final)	44%	61%	Below
2023/24 (final)	38%	59%	Below
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	23%	68%	-44 pp
2024/25 (final)	13%	69%	-57 pp
2023/24 (final)	15%	67%	-52 pp
2022/23 (final)	39%	66%	-27 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	80%	-26 pp
2024/25 (final)	44%	81%	-37 pp
2023/24 (final)	31%	80%	-49 pp
2022/23 (final)	78%	78%	-1 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	78%	-29 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	38%	78%	-39 pp
2022/23 (final)	56%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	80%	-35 pp
2024/25 (final)	44%	81%	-37 pp
2023/24 (final)	38%	79%	-41 pp
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.3%	5.2%	Above
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	18.1%	13.0%	Above
2023/24 (3 term)	18.2%	14.6%	Above
2022/23 (3 term)	22.7%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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