



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR LAINESMEAD PRIMARY SCHOOL AND NURSERY

Name of School:	Lainesmead Primary School and Nursery
Headteacher/Principal:	Alyssia Mepstead
Hub:	Royal Wootton Bassett
School phase:	Primary
MAT (if applicable):	Not applicable (N/A)

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	13/03/2025
Overall Estimate at last QA Review:	Effective
Date of last QA Review:	28/02/2024
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	17/05/2022



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

Leadership at all levels Leading

Quality of provision and outcomes Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence N/A

**Previously accredited valid areas
of excellence** Creating an embedded school culture
which is based on the importance of social,
emotional, and mental health
28/02/2024

Overall peer evaluation estimate Effective

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Lainesmead Primary School and Nursery, although situated close to the centre of Swindon, has extensive grounds. The school has 360 pupils and has experienced a drop in the number of pupils on roll due to a falling birthrate in the local area. In September, the school reduced from two forms of entry to one.

Lainesmead serves a wide and diverse community. The pupil-based deprivation indicator is above average. Around one-half of pupils are White British. There are 34 languages, additional to English, spoken across the school with approximately one-half of pupils speaking English as an additional language. This is well above the national average. Pupil mobility is above average.

The proportions of disadvantaged pupils, and pupils who have special educational needs and/or disabilities (SEND), are little above average. There are 11 pupils with an Education, Health and Care Plan, with an additional nine for whom an application has been made.

The school's vision is 'strive, achieve, excel: believe in a limitless future.' The six key values are compassion, co-operation, curiosity, resilience, respect, and responsibility.

2.1 Leadership at all levels - What went well

- Leadership at all levels is exemplary. The headteacher, ably supported by the senior leadership team, provides inspirational leadership. Middle leaders described how they are well-supported and empowered, pointing to the headteacher's 'human' approach, her extensive professional knowledge, and the clarity of her expectations.
- Senior leaders are enthusiastic, child centred and driven in their ambitions for all pupils. They are outward facing and regularly share their expertise with other schools. A remarkable sense of cohesion across all staff is underpinned by their shared vision.
- Subject leaders' contagious enthusiasm is underpinned by their high degree of subject expertise. Many have obtained additional qualifications, including the National Professional Qualification for Senior Leadership. During weekly 'stand-up' meetings, they discuss progress towards their action plan goals, identifying their impact on teaching and learning. Close collaboration means that teachers are not inundated with new ideas. Among middle leaders' successful innovations are class teachers' use of visualisers across the curriculum, a strong focus on scientific skills, collaborative planning in mathematics and approaches to writing in Reception.

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- Teaching assistants (TAs) are very well supported by senior leaders. They clearly articulate how there is an 'open door' culture and supportive collaboration at all levels, and how they feel valued as part of a team. They praise the informal feedback provided by their line manager, the SENCO, and talk very positively about the weekly training sessions and how their views inform the robust TA training schedule.
- Pupils are enthusiastic about their roles and responsibilities and described what it means to be part of the school parliament, an eco-warrior, and a play leader. They explained how the school's values relate to learning in class and playing outside. Pupils eloquently described a recent 'Breaking Limits' assembly and workshop as 'eye-opening', and how it reinforced their understanding of tolerance and respect, never giving up, and their joy of being different.
- Primary Future¹ events, such as a 'What's My Line' assemblies introduce pupils to different careers and also challenge stereotyping. Role models linked to current topics are celebrated and visitors, such as a graphic designer and a female architect talk to pupils about their careers. Pupils are expressive about opportunities to join clubs and go on a variety of trips that support their learning.
- Leaders prioritise open communication, ensuring daily accessibility for parents through various channels, regardless of language barriers. A clear attendance roadmap, based on DfE guidance, visually outlines escalation processes, improving parental understanding and attendance. A trained welfare officer, specialising in Thrive², builds strong relationships, particularly with hard-to-reach families. Proactive communication, including daily 'meet and greet' interactions and friendly letters, fosters trust. Regular information sharing between staff ensures cohesive support.

2.2 Leadership at all levels - Even better if...

- ... staff further promoted links between what children are learning and their aspirations for future careers.

¹ Primary Futures is run in partnership with the National Association of Head Teachers and the Education and Employers charity. The programme connects primary schools with workplace volunteers to help pupils see what is possible and the opportunities open to them.

² The Thrive Approach is a whole-school approach to mental health and well-being, based on established neuroscience, attachment theory, and child development. The school was recently acknowledged as a Thrive School of Excellence.

3.1 Quality of provision and outcomes - What went well

- A recent curriculum review has led to increased expectations designed to ensure pupils revisit previous learning, practise, and apply their knowledge. Learning is mapped through the school, starting with the prime areas of learning in Nursery. The focus on oracy and a language-rich environment, alongside visits and trips, is helping pupils to broaden their experiences and increase their vocabulary.
- The engaging curriculum, coupled with consistently strong teaching is accelerating progress. Across year groups, almost all pupils are making the progress expected and around a third are advancing more quickly. Pupils with English as an additional language typically achieve at least as well as their peers.
- Engaging pupils to reflect on their learning starts in the Nursery where the teacher's interactions with children lead to high levels of engagement. When reading stories, for example, he skilfully promotes deeper understanding by frequently discussing new words and encouraging children to use them. The TAs work collaboratively to support the needs of children and embed the Thrive approach in all their interactions.
- The picture in Reception is equally strong. Children participate enthusiastically, share their ideas with their talk partners, and contribute to the whole class with increasing confidence. Staff use a range of strategies to manage behaviour and pitch activities that include an element of challenge. Children make a strong start in phonics. They are well motivated, due to the expertise and enthusiasm of staff.
- Reading lessons build well on pupils' phonics knowledge. Pupils are encouraged to explore vocabulary and new concepts. In Year 1, pupils respond enthusiastically as staff model prosody using rhyming words linked to the phonics scheme. In Year 2, the teacher encourages 'self-scaffolding' through questioning as pupils encounter new words. The use of widge symbols, signing, and visualisers also helps pupils to decipher unfamiliar words.
- Pupils' reading skills and increasing confidence in expressing themselves orally, contribute to their accelerating progress in writing. Teachers know pupils' targets, and 'in the moment' assessment enables them to pose pertinent questions. They model vocabulary and encourage pupils to speak and write in full sentences. The integration of writing tasks with current topics strengthens pupils' understanding and provides a sense of purpose. A Year 3 pupil wrote, 'You will be mesmerised by Rome's breathtaking Colosseum... You will be captivated by the dreamy Trevi Fountain.' Teachers make frequent references to how skills can be important in later life. In Year 4, for example, writing persuasively is linked to job applications and personal statements.

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- Oracy is promoted successfully during mathematics lessons. Sentence stems feature regularly, enabling pupils, including those who have additional needs, to actively participate. A Year 5 pupil explained, 'I know it is seven tenths because there are seven counters, and each counter represents one tenth. A clear 'I do, We do, You do' structure enables all pupils to work independently and make progress. Visualisers are used particularly efficiently. Teachers record their demonstrations simultaneously, providing an aide memoire for pupils throughout lessons.
- There is a clear outline of the knowledge and skills pupils are to learn in foundation subjects. At the start of each term, pupils complete a quiz to see what information they have retained. Subsequently, any gaps are addressed before new work is introduced. Success criteria are discussed at the beginning of each lesson. The consistent format of knowledge organisers, and teachers' frequent references to 'working walls' provide a clear picture of expectations for pupils.
- Pupils describe how they enjoy a range of subjects, and their impressive achievements, for example in art, design and technology, and the humanities reflect these positive attitudes.

3.2 Quality of provision and outcomes - Even better if...

- ... all pupils were routinely challenged throughout mathematics lessons.
- ... existing good practice in eliciting responses from the whole class was shared across the school.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Lainesmead fosters inclusive learning environments. Staff are well-supported by the special educational needs coordinator and pupil premium lead, enabling personalised plans based on holistic assessments. Staff have high expectations for progress. Data is used to identify areas of need and to plan targeted interventions, with a 100% progress rate for disadvantaged pupils last year. A robust cycle of professional development equips teachers and support staff to plan appropriately and take ownership of the progress of vulnerable pupils.
- 'A scales', drawing together P scales and National Curriculum expectations, are proving highly effective in enabling staff to more accurately assess attainment and progress of pupils working at a pre Key Stage level, and to identify personalised targets. Typically, pupils with additional needs make substantial progress towards their individual targets.

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- Classrooms are stimulating, with visual aids, working walls and vocabulary lists, aligned with the Lainesmead 'Inclusive Classroom Checklist'. Visualisers and assistive technology, such as iPads, help to ensure equitable access. One pupil used an iPad, for example, to take an image of the teachers' slides and zoomed in to increase visibility. Fidget toys discreetly support emotional regulation. Lessons across the curriculum typically include tailored support such as colourful semantics and speech and language strategies.
- Targeted interventions are provided across all year groups. Reading lessons in Year 1, for example, include adapted tasks, scaffolding, and tools to promote independence for disadvantaged pupils and those with additional needs. Priority access to breakfast clubs supports vulnerable children.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

No significant areas for improvement were identified during the review.

5. Area of Excellence

N/A

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.



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For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)