

Stanway Fiveways Primary School

Winstree Road, Stanway, Colchester, Essex CO3 0QG

Inspection dates

3–4 May 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- During a turbulent time, leaders and governors have continued to make improvements to teaching to ensure that pupils make good progress across a range of subjects.
- Regular assessments are used well to check and support pupils' learning. In most lessons, teachers plan interesting and challenging lessons that engage pupils in their learning.
- Pupils apply their learning well, make good use of feedback from their teachers and generally know what to do to improve their work.
- Early years provision is good. This means that children get off to a good start. Disadvantaged children, in particular, make good progress in early years so that they quickly catch up with others.
- Well-trained and skilful teaching assistants support pupils well. As a result, both disadvantaged pupils and those who have special educational needs and/or disabilities make good progress from their individual starting points.
- Pupils develop their spiritual, moral, social and cultural awareness well through a range of topics and activities.
- Pupils' attendance is above the national average. For the small proportion of pupils for whom attendance is below the national average, staff are taking appropriate action, which is improving their attendance.
- Pupils enjoy coming to school. They behave well and are punctual and well prepared for lessons. Pupils are confident, caring and tolerant and know how to keep themselves safe.
- Pupils have good opportunities to practise writing and use their mathematical skills in a range of lessons. However, there is insufficient attention paid to developing pupils' handwriting and improving their spelling.
- In key stage 1, assessment information from early years is not always used well enough to plan work to challenge pupils fully.
- Staffing and other prospective changes have left a minority of parents feeling insufficiently informed. Staff and governors are working hard to improve relationships with parents, but for some, communication is still not good enough.

Full report

What does the school need to do to improve further?

- Ensure that pupils learn effectively in key stage 1 by:
 - making better use of assessment information from the end of their time in early years into key stage 1, to plan pupils' learning
 - making better use of in-class assessment to address pupils' misconceptions as early as possible
 - giving pupils more opportunities for extended writing in key stage 1.
- Further improve pupils' spelling by:
 - ensuring that teachers consistently apply the school's policy for correcting spelling
 - making sure that pupils apply their good phonics knowledge to spell difficult words.
- Take steps to improve pupils' handwriting by:
 - ensuring a whole-school agreed, consistent approach to teaching handwriting
 - all adults having consistently high expectations about the way pupils present their work.

Inspection judgements

Effectiveness of leadership and management

Good

- The experienced interim senior leadership team work well together. They have maintained stability during very difficult times. Leaders and governors have driven through continued improvements since the previous inspection.
- Leaders, including governors, have an accurate understanding of how well the school is doing and what needs to be done next. They have provided staff with clear direction through detailed and increasingly sharp improvement planning. They have instilled a culture of high expectations among teachers and pupils.
- Middle leaders have been well supported by the senior leadership team. They have a clear sense of direction, understand their roles and perform their duties consistently well. This is having a positive impact on teaching and pupils' learning. The team are enthusiastic and keen to develop their subject areas further.
- There are rigorous systems in place to help teachers to improve their performance and to identify training and support where it is needed. Underperformance is tackled decisively. Leaders have invested in good-quality training and development opportunities to ensure that staff enhance their skills. For example, subject leaders have all attended training regarding leading their specific areas. This has improved the quality of teaching across subjects beyond reading, writing and mathematics.
- Leaders regularly analyse pupils' progress and scrutinise their work. This ensures that pupils falling behind are rapidly catching up and teachers are held to account for the progress of all pupils in their class.
- The school has made good use of high-quality support from the local school-led improvement partnership and from the local authority.
- The curriculum offers some exciting learning opportunities. There is a wide range of additional activities that enrich the curriculum. These include visiting speakers, trips, clubs and special topic weeks, such as science and healthy lives. This ensures that pupils have the opportunity to develop skills and apply their knowledge in other contexts.
- The sports premium is spent effectively. It provides for a specialist sports coach who offers a range of lunchtime sporting activities and specialist training for staff to increase their expertise within the school, for example in gymnastics. Funding has also been used to expand the range of physical activities on offer to pupils, such as squash. There is a very varied range of sport and physical activities offered through clubs, such as yoga, which are popular. Consequently, participation of pupils in clubs has increased. Additionally, pupils regularly take part in sporting competitions.
- The pupil premium grant is spent effectively to reduce barriers to learning for eligible pupils, including children in the early years. The funding is used to provide additional teaching programmes for disadvantaged pupils that are improving their progress. Additionally, support is given to families to help them improve their children's attendance. Disadvantaged pupils also receive help to make sure that they can participate in all opportunities offered by the school.
- The school has an experienced special educational needs coordinator, who deploys funding for pupils who have special educational needs and/or disabilities well, by ensuring

that they are quickly identified and well supported through a variety of specific programmes, some provided by specialist teachers. This ensures that pupils who have special educational needs and/or disabilities make good progress from their starting points.

- Pupils' spiritual, moral, social and cultural development is woven through assemblies, thematic work, sessions which aim to build resilience, and personal, social and health education. There are good relationships between pupils, exemplified by their willingness to help each other. A range of additional opportunities such as German, choir, music and dance enhance pupils' learning.
- The school is successful in promoting a strong emphasis on British values of tolerance and respect for democracy and equality. For example, pupils have opportunities to exercise democratic choice through elections for posts of responsibility. Additionally, pupils understand and respect people's differences through studying different religious traditions and events such as multicultural week.
- There is a breakfast club, which provides an opportunity for pupils to socialise with friends and has had a positive impact on pupils' attendance.
- The school has been working hard to engage parents in their children's learning, for example through the school website, newsletters and social media. However, a small number of parents still say that they do not feel that communications are clear enough.

Governance of the school

- The governing body is experienced and committed. Governors meet their statutory obligations well. Since the previous inspection, governors have attended a range of training and have sought the support of the local authority to successfully assist their development.
- The governing body regularly monitors the school's performance and has improved its skills in understanding assessment information. Governors' actions have brought a sharper focus to their work and enhanced their confidence to challenge school leaders.
- Governors have supported the acting headteacher to ensure that the performance of teachers is checked. This has resulted in improved teaching.
- Governors have committed resources to ensuring that the acting headteacher is supported by an experienced coach with substantial leadership experience so that the additional capacity has allowed leadership to continue to make improvements to the school.
- The headteacher's and subject leaders' reports and regular visits enable the governing body to follow the progress of groups of pupils, and to check that teaching continues to improve and that staffing provides value for money.
- Nominated governors ensure that the school's safeguarding procedures are robust. They also routinely check the progress of disadvantaged pupils and closely monitor the spending of the pupil premium funding.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding information for staff and parents is clear. Pupils say that they feel safe, and

parents agree that their children are.

- The school site is secure. All aspects of health and safety meet requirements and risk assessments are in place for all school trips.
- Safeguarding procedures and checks on staff meet statutory requirements. Governors have been trained in safer recruitment. Staff are up to date with all government training requirements. Members of staff are clear about all school safeguarding procedures.
- Child protection procedures are compliant and robust. Children in need are identified quickly. Staff work closely with a range of external agencies to ensure that children are well supported. Records of concerns are analysed and stored securely. The school's designated safeguarding lead is rigorous in following up concerns with the local authority; as a result, children are kept safe.

Quality of teaching, learning and assessment

Good

- Leaders' insistence on a consistent approach to teaching throughout the school has had a positive effect on pupils' progress. Teachers and teaching assistants have received high-quality training, for example in the new mathematics curriculum, and this has contributed strongly to ensuring that teaching is consistently effective throughout the school.
- Lessons in a range of subjects are well planned and interesting making learning exciting for pupils of all abilities. Teachers and teaching assistants know their subjects well. Almost all pupils show a high level of commitment to their work, which is underpinned by the way the school has trained all pupils to take a determined approach to their work and a positive approach to solving problems when they encounter them.
- In mathematics, teachers develop pupils' understanding of concepts through clearly planned stages. Teachers encourage pupils to use a variety of resources, for example number squares and simple dice to help them to solve mathematical problems. Good modelling by teachers and teaching assistants provides children with clear guidance and examples to follow, which improves their work.
- In key stage 2, teachers and teaching assistants assess pupils' work regularly, giving pupils opportunities to correct misunderstandings immediately. Assessments of pupils' work are used to identify pupils for additional support which suits their needs. The school offers early catch-up sessions for pupils where teachers have identified that there is misunderstanding. This is effective in preventing pupils falling behind. However, in key stage 1, assessment is not used as effectively to plan work at the right level for different groups of pupils. Teachers work with the local authority and other schools to ensure that their assessments are accurate.
- Lower-attaining pupils and those who have special educational needs and/or disabilities receive good specialist help and support. Teaching assistants and other adults are well prepared and adapt work well to the needs of groups and individuals. Teaching assistants are skilful in leading groups. This additional teaching, prompting and questioning of pupils helps them improve their work.
- Pupils say that they like reading. They are encouraged to read regularly at home, which is helping them to improve their reading and enjoyment of books.
- Teachers' comments generally help pupils to improve their work and lead them into more challenging work. However, there is not always a consistent approach to correcting

spelling and as a result pupils sometimes repeat spelling errors, which has a negative impact on their writing.

- In some classes, pupils' writing is not as good as it could be because they are not always given sufficient help to improve their handwriting.

Personal development, behaviour and welfare

Good

Personal development, behaviour and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and want to do well. They are proud of their achievements and are motivated by bronze, silver and gold awards, which recognise good achievements in behaviour and work.
- Pupils are put into a house team. They are proud of their houses and aspire to earn house points and group rewards.
- Pupils say that they feel happy in school and almost all parents agree. The school offers a range of support from outside agencies, such as counselling and mental health professionals. All pupils have access to the well-being mentor. Vulnerable pupils also benefit from Rainbow Club during breaks in the school day, which provides them with a place to socialise and take part in organised activities that they enjoy within a sheltered environment.
- Records of incidents show that bullying is rare. Pupils talk positively about the work the school does to prevent bullying, for example through assemblies. Pupils say that they feel confident to report incidents to staff and that if anything happens, it is dealt with quickly.
- Pupils learn the value of service to the community, such as singing for local residents of a nursing home and charity contributions.
- Pupils speak well of adults, and are confident to talk to them if they have problems. Pupils learn to keep themselves safe in a range of situations, for example on roads and online.
- The school is accredited as a 'healthy school'. Pupils talked knowledgeably about food choices and nutrition. They explained that they use nutritional guidance on display to check their own lunches. Pupils know the benefits of physical activity and participate in a wide variety of sports and clubs in addition to their physical education (PE) lessons.
- Older pupils are positive about being prepared for moving to secondary school, which enables them to feel confident and ready to move on.

Behaviour

- The behaviour of pupils is good.
- The school is a calm environment that supports learning. Most pupils conduct themselves well as they move around the building and in the dinner hall. In the playgrounds, pupils play well together.
- Expectations of good behaviour are clear. Most pupils understand that it is important to behave well to succeed.
- In lessons, the large majority of pupils listen attentively and respectfully to the teacher and to each other. Pupils work enthusiastically in groups. They focus on

doing well and often choose more challenging tasks. Classroom routines are well established and little learning time is wasted.

- Pupils are enthusiastic about making a contribution to school life through a range of duties and responsibilities, such as serving as playground and dining hall leaders and buddies and class representatives to the school council. Pupils respond quickly to instructions and manage their own behaviour well. For a small minority of pupils who find managing their own behaviour difficult, support is given. This has a positive impact on their behaviour.

Outcomes for pupils

Good

- The school's assessment information and work seen in books, show that the vast majority of pupils are now making good progress from their individual starting points.
- Pupils are gaining a deeper understanding of solving problems in mathematics, applying their knowledge well and showing that they can devise strategies and explain them.
- A well-planned programme of extra support ensures that pupils who have special educational needs and/or disabilities are making good progress from their starting points.
- In 2016, the proportion of pupils meeting the required standard in the Year 1 phonics reading check was above the national average.
- At the end of key stage 1 in 2016, a smaller proportion of pupils met the expected standard in reading, writing and mathematics than found nationally. Recent assessments show that the current Year 2 pupils, including disadvantaged pupils, are making at least expected progress and are in line with age-related expectations. Year 3 pupils are making accelerated progress after the dip in Year 2 outcomes in 2016.
- In 2016, the proportion of key stage 2 pupils meeting the expected standard in reading, writing and mathematics was greater than that of pupils nationally. In the key stage 2 grammar, spelling and punctuation test, a greater proportion than expected met the national standard. This represents good progress from their starting points.
- In 2016 at key stage 2, a greater proportion of the most able pupils attained the higher level in reading and writing than is the case nationally. In mathematics, the proportion of the most able pupils who attained the higher level was broadly in line with the proportion nationally.
- In 2016, at the end of key stage 2, disadvantaged pupils in the school attained broadly in line with other pupils nationally.

Early years provision

Good

- Children have historically started school with skills that are typical for their age. They make good progress and the proportion of children meeting the expected level of development at the end of the foundation stage has been above the national average for some time.
- Provision is good and the proportion of current children on track to meet the expected level of development is at least in line with national expectations, despite their starting

points being lower than previous cohorts. Disadvantaged children are now making rapid progress from their individual starting points. Children who have special educational needs and/or disabilities are well provided for and therefore make good progress.

- Children are assessed regularly so that learning is carefully planned to develop children's skills. Scrutiny of the children's learning journals shows that they are making good progress from their starting points.
- Children learn in a stimulating and well-resourced environment with clearly defined working areas, which excites them and makes them eager to work.
- There is a good range of theme-based opportunities for children to learn independently and select activities that interest them; for example, children constructed a castle, using the correct terminology for parts of the structure.
- Staff interact with children well. Through skilful questioning and prompting, adults stimulate children's language development and encourage them to extend their learning.
- Children work well together, sharing activities. Routines are well established and behaviour is good. Relationships between adults and children are positive. Children are polite and respectful.
- Parents speak very positively about their children's start to school. Arrangements for children as they are admitted to the Reception class ensure a smooth transition into school. The leader works closely with parents, including visiting them at home, so that children arrive well prepared before they even start.

School details

Unique reference number	114764
Local authority	Essex
Inspection number	10031383

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Paul Cross
Headteacher	Dave Bridge
Telephone number	01206 574849
Website	www.stanwayfiveways.essex.sch.uk/
Email address	head@stanwayfiveways.essex.sch.uk
Date of previous inspection	7–8 May 2015

Information about this school

- The substantive deputy headteacher is currently the acting headteacher.
- The governors and the local authority have provided additional support for leadership during the absence of the substantive headteacher.
- The school meets the current government floor standards.
- The school meets requirements on the publication of specified information on its website.
- The school is an average-sized primary school.
- Most pupils are from a White British background and speak English as their first language.
- The proportion of disadvantaged pupils and the proportion of pupils who have special educational needs and/or disabilities are in line with the national averages.

Information about this inspection

- Inspectors visited lessons in all classes, sometimes with school leaders.
- Inspectors, together with school leaders, looked at pupils' work.
- Inspectors heard pupils read and talked to two groups about their enjoyment of school, their progress, and their opinions about behaviour, welfare and safety. Additionally, inspectors talked to pupils while visiting classrooms and during breaktimes.
- Inspectors held discussions with staff, governors and a representative of the local authority.
- Inspectors considered the views of 124 parents who completed the Ofsted online questionnaire, Parent View, including free-text comments, emails and letters, as well as discussions with parents. Sixty-two staff responses were also considered.
- Inspectors looked at a wide range of school documentation, including the school's self-evaluation, the school development plans, safeguarding documents, school policies, behaviour and attendance records, personnel checks, school assessment information and governing body documents.
- The school's website was checked for compliance.

Inspection team

Susan Sutton, lead inspector	Ofsted Inspector
Wayne Harris	Ofsted Inspector
Annie Hookway	Ofsted Inspector

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