

# Five Ways Primary School

Langholm Drive, Heath Hayes, Cannock, WS12 2EZ

**Inspection dates** 4–5 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although the standards reached at the end of Year 6 in 2012 were similar to those achieved nationally, they were much lower than in 2011 and reflected inadequate progress for too many pupils.
- Standards at the end of Year 2 also fell, and pupils' current progress in Year 3 is slower than in other year groups because they have not been prepared well enough for the different methods of learning in Key Stage 2.
- Teachers do not always plan work at the right level of difficulty, and time is sometimes wasted at the start of lessons.
- Opportunities are missed to develop pupils' skills in reading, writing and mathematics in all subjects, particularly in Years 1 and 2.
- Until recently, leaders and managers have not used all the information about the progress of different groups of pupils, particularly those with additional learning needs, to take decisive actions to increase their achievement.
- Leaders and managers do not ensure that all policies are implemented in the same way right across the school, so teachers' marking, for example, does not always give pupils enough information about how to improve their work or move their learning on.

### The school has the following strengths

- Achievement in Key Stages 1 and 2 is now improving as a result of better teaching.
- Lively, engaging teaching in the Early Years Foundation Stage helps children to do well.
- Pupils who are known to be eligible for the pupil premium are now making much better progress because their teachers are more aware of their needs.
- Pupils' behaviour is good. They feel safe, get on well with each other, and thoroughly enjoy their school life.
- The governors know the school very well and hold senior leaders to account for its performance.

## Information about this inspection

- The inspectors observed teaching and learning in 34 lessons, six of which were seen together with senior leaders.
- Meetings were held with staff, two groups of pupils and representatives of the Governing Body. A telephone conversation took place with a representative from the local authority.
- Inspectors took account of the 119 responses to the online Parent View survey in planning the inspection.
- Inspectors observed the work of the school and looked at a number of documents, including records relating to attendance, behaviour and the monitoring of the quality of teaching, records of governors' meetings and documents relating to safeguarding.
- Inspectors considered the 33 responses to the staff questionnaire.

## Inspection team

Simon Blackburn, Lead inspector	Additional Inspector
Susan Hickerton	Additional Inspector
Jane Moore	Additional Inspector
Jillian Fury	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils in the care of the local authority, known to be eligible for free school meals or with a parent in the armed services) is well below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, as is the proportion supported at school action plus or who have a statement of special educational needs.
- Almost all the pupils come from White British backgrounds, and the proportion of pupils who speak English as an additional language is well below average.
- The school operates breakfast and after-school clubs that are managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve the quality of teaching and increase progress for all groups of pupils by ensuring that teachers:
  - give all pupils work at the right level and take into account what they have already learned, so they have demanding work to do from the start of lessons
  - routinely ask pupils probing questions in lessons to make them think deeply and learn from their mistakes, particularly in mathematics
  - consistently give pupils information about how well they are doing and how they can improve their work to reach the next level in their work
  - take every opportunity to develop pupils' skills in reading, writing and mathematics across all the subjects that are taught, particularly in Years 1 and 2
  - reduce the use of worksheets that require limited answers, and give pupils more opportunities to practise writing at length.
- Improve the effectiveness of leadership and management by:
  - reviewing the arrangements for the change from Year 2 to Year 3, to enhance pupils' learning rather than slowing it down
  - using information about pupils' progress to carefully check how well different groups of pupils are doing and take effective actions to avoid underachievement
  - checking that policies and procedures are applied consistently in all parts of the school.

## Inspection judgements

### The achievement of pupils requires improvement

- In 2012, attainment in Year 2 was above average but had declined steadily for two years. The proportion of Year 1 pupils reaching the expected standard in the letters and sounds screening check was above average. Standards in Year 6 were average.
- The progress of pupils who completed Year 6 in 2012 was inadequate. The progress being made by pupils currently in Year 6 is much better. More effective teaching and better checks on pupils' progress by leaders and managers are leading to effective support to speed up learning.
- Children start in the nursery with knowledge and skills that are at the expected level for their age. They make good progress in the Early Years Foundation Stage as a result of lively and effective teaching. An above-average proportion reached the expected standard as they entered Year 1 in 2012, including in their language and personal development.
- Given this starting point, the pupils currently in Years 1 and 2 should be doing better. They are on track to reach above-average overall standards by the end of the Key Stage 1, but higher in English than in mathematics. In Key Stage 2, the school's own data and the work seen in lessons show that pupils are now making better progress, but still not reaching the standards they are capable of.
- Pupils who were known to be eligible for the pupil premium made inadequate progress in 2012 and the gaps in their attainment and progress with other pupils were too wide. They are now making much better progress as a result of more careful checks by leaders and managers and greater awareness of their needs by teachers. The gaps in attainment at the end of Year 6 are now closing rapidly.
- In 2012, girls did better than boys in English while their achievement in mathematics was similar. The school's own data shows that boys are now doing better in most years, but their progress in writing in Year 3 still requires improvement.
- Disabled pupils and those who have special educational needs are now doing as well as other pupils in the school following a period in which their achievement had been inadequate. This is because of the good quality of extra support they receive in and out of lessons. This is the case in all year groups.

### The quality of teaching requires improvement

- Teaching requires improvement because although some good and outstanding teaching was seen by inspectors, it is not yet consistently good enough to move all pupils' learning forward at a sustained, fast pace.
- In some lessons, the same task is given to all pupils regardless of their ability or their success in previous learning. This leads to pupils completing work they can easily do without being challenged to think more deeply or to learn from their mistakes. This is particularly true in mathematics, where in a lesson seen pupils completed many similar calculations and the level of difficulty varied too little from one pupil to another.
- The school has a policy about how teachers should mark pupils' work and give feedback which

tells them precisely how they can improve. This is not yet being used in all subjects in all year groups. Its use is more consistent in English, where pupils receive a constructive comment about the work they have done and quite often clear guidance on the aspects that need attention and how it can be improved. In mathematics, the feedback given is not helping pupils to improve because the comments are not precise enough and do not demand enough from pupils.

- In Key Stage 1, opportunities are too often missed to develop pupils' basic skills in reading, writing and mathematics through other subjects. Too many worksheets are used in subjects like science and history, which means that answers are often short and extended writing skills are not practised enough beyond English lessons. In mathematics lessons, time is not always given for pupils to practise new skills before moving on, having become confident with the methods taught.
- In the best teaching seen, pupils of different abilities were clear about what they were aiming for in their work and this was followed up with skilful questioning that deepened their understanding. In a particularly well-taught English lesson, pupils were clearly used to assessing their own and other pupils' work and understood what was really good work because the teacher had established excellent routines and gave them clear feedback that referred to the assessment criteria.
- Teaching in the Early Years Foundation Stage is good. Lessons are pacy and active, ensuring that pupils are up and about, learning as they play and playing as they learn. Pupils learning how to read words by sounding out the letters were enthusiastic and confident because the adult leading the class used several different active tasks that called on all of them to contribute. As a result, they all had fun.
- Teaching assistants help individual pupils to learn well, in and out of lessons, because they skilfully guide the pupils to think for themselves. As a result of this extra support, pupils at risk of falling behind in their learning, including disabled pupils and those who have special educational needs, are now doing better.

### **The behaviour and safety of pupils are good**

- Pupils enjoy being at school and have a genuine enthusiasm for learning. This is clear from their above-average attendance and good punctuality, the excellent presentation of their work and from conversations with inspectors.
- Pupils get on well with each other, displaying a well-developed sense of fairness. Pupils play together with much consideration and compassion, responding well in an atmosphere of mutual respect. Parents who responded on Parent View, and those spoken to as they dropped their children off for school, all agreed that their children feel safe and behaviour is well managed.
- The school is particularly effective at developing pupils' personal skills. They have a good understanding of all forms of bullying, including cyber-bullying, and know how to minimise the risks of bullying. Pupils say that bullying is very rare and that when it does occur, staff are very supportive and sort the issue out quickly.
- Where lessons are interesting and well-paced, pupils are fully engaged and show high levels of curiosity. Inspectors saw very few instances of unsettled behaviour and these only occurred when the pace of learning was too slow.

- The breakfast and after-school clubs provide a safe learning environment for pupils, who are given a range of healthy food options. Pupils play and learn harmoniously in mixed-age groups.

## **The leadership and management** requires improvement

- Until recently, leaders and managers have made insufficient use of information about pupils' progress to check that different groups of pupils make expected or better progress. As a result some groups, including disabled pupils and those who have special educational needs and pupils eligible for pupil premium funding, have made inadequate progress in the past that was not identified quickly enough.
- Leaders and managers at all levels do not routinely check that all policies are being implemented in the same way across the school. The marking policy is not providing the same quality of feedback for all pupils because teachers are not adequately held to account for its use. The leaders of numeracy have introduced good assessment and planning systems at both key stages which, if used consistently, should result in pupils working on challenging mathematics appropriate to their ability. However, inspectors did not see this in lessons or in pupils' books.
- Leadership of the Early Years Foundation Stage is good and arrangements for pupils to move into Year 1 ensure that their learning is not interrupted. As pupils move from Year 2 to Year 3, their progress slows. This is because the procedures to prepare pupils for the change in learning styles in Key Stage 2 do not ensure that pupils can build on their previous learning.
- The arrangements to check the quality of teaching are well organised and provide good evaluations of the impact teaching is having on pupils' learning. Subject leaders check the quality of learning by reviewing pupils' books and carrying out 'learning walks', but these checks have not identified where policies are not being applied properly.
- Improvements have been made in the way data is used during the last year and actions to help specific groups of pupils are now more successful. As a result, all groups of pupils are now making at least expected progress.
- The headteacher provides increasingly clear leadership, and her vision for how she wants the school to be is shared by the school community.
- The headteacher and senior leaders have a good understanding of what needs to be done to improve the school. Their evaluations about the performance of the school are accurate, and the resulting plans include clear targets for improvement that are shared with staff and governors.
- The system for managing teachers' pay and performance uses the national Teacher Standards as the starting point for all targets set for teachers. It is effective in identifying areas for improvement and in assigning useful training opportunities for individual teachers and the whole school.
- The extra funding to support pupils eligible for the pupil premium is now having a direct impact on their progress and attainment. One-to-one and small group tuition has been successful in narrowing the attainment gaps between eligible pupils and other pupils in the school.
- The local authority supports the school well. It has arranged work with other schools to improve monitoring and evaluation practices, and training in information and communication technology.

**■ The governance of the school:**

- The governors know the school very well. They often visit, and know which parts of the school require improvement. They understand performance data and question leaders about the quality of teaching and learning. Governors have a good strategic overview of the school through their input to and monitoring of the school self-evaluation and development plan. They have changed the plan to ensure that senior leaders provide up-to-date information about progress towards meeting objectives each term. The challenge that governors offer is exemplified by the heated debates that accompanied the plans to change the way pupils are grouped in the school. Governors are clear about the need to reward good teaching and eliminate less effective teaching, and make sure teachers do not have pay rises or promotion unless their teaching meets the required standard. They manage the budget well and ensure that the school provides value for money, including the way in which pupil premium funding is spent. They make sure safeguarding arrangements meet current national requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	124070
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	412386

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	665
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Les Bullock
<b>Headteacher</b>	Michelle Walsh
<b>Date of previous school inspection</b>	5 October 2006
<b>Telephone number</b>	01543 278071
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