

Five Ways Primary School

Langholm Drive, Heath Hayes, Cannock, WS12 2EZ

Inspection dates 14–15 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Working together, senior, year and subject leaders have successfully improved teaching and learning. As a result, teaching is good, pupils achieve well and the school is improving.
- Pupils make good progress in reading, writing and mathematics and also in other subjects.
- Children make good progress in the early years. They are prepared well for their work in Year 1.
- Pupils thoroughly enjoy school. Their excellent attitudes and exemplary behaviour assist them in learning.
- Pupils are very proud of their school. They praise the staff highly for helping them to learn well. They are prepared well for the next stage of their education.
- The school's good partnership with parents benefits pupils' learning and personal development. Parents support the school well by helping their children at home.
- Pupils feel very safe at school. The school teaches them extremely well about how to keep themselves safe in and out of school, including when using the internet. Parents say their children are happy and safe at school.
- Pupils have an excellent understanding of British values. These values underpin the well-planned curriculum and prepare pupils exceptionally well for life in modern Britain.
- Governors have a highly developed understanding of their roles and responsibilities and of their impact on school improvement.

It is not yet an outstanding school because

- Pupils' progress is uneven across different classes in some year groups.
- The priorities in the early years development plan are not sufficiently linked to children's progress.
- In subjects other than English and mathematics, the school does not make best use of assessment information to ensure different groups of pupils always have work at the right level.

Information about this inspection

- Inspectors observed learning in parts of 35 sessions. Senior leaders joined inspectors for three of these observations.
- Inspectors sampled sessions where phonics (the sounds that letters make) were being taught. They analysed the work in pupils’ books and talked to pupils formally and informally about their work and about the school. They also observed pupils’ behaviour at play and lunchtime and listened to some pupils read.
- Inspectors considered the views of the 152 parents who responded to Ofsted’s online questionnaire, Parent View. They also gained the views of parents directly as they brought their children to school, and took account of phone calls from parents.
- Inspectors also considered the 46 responses to the questionnaire for staff.
- Inspectors scrutinised a wide range of documentation, including the school’s data on current pupils’ progress, its self-evaluation document and the school improvement plan. They evaluated other planning and monitoring documents, including those relating to teaching, safeguarding, behaviour and attendance.
- Inspectors held discussions with senior and other leaders, four governors, various members of staff and a representative of the local authority.

Inspection team

Doris Bell, Lead inspector	Additional Inspector
Rowena Green	Additional Inspector
Philip Scull	Additional Inspector
Jenny Digges	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is below average. This funding is for pupils who are in local authority care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Most pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- In the early years, Reception children attend school full-time and Nursery-aged children attend part-time.
- The school has its own breakfast and after-school clubs.

What does the school need to do to improve further?

- Eliminate the remaining inconsistencies in pupils' progress in different classes in the same year group.
- Bring the development plan for the early years into line with that for the rest of the school by ensuring that the areas identified for improvement have measurable milestones linked to children's progress.
- Make even better use of assessment information by extending the successful approaches used in English and mathematics to other subjects so that work is always at the right level for different groups of pupils.

Inspection judgements

The leadership and management are good

- High expectations and a very strong drive to return the school's overall effectiveness to at least good have been key features of the work of senior leaders and governors since the previous inspection. Together with the staff, they have created an extremely positive atmosphere throughout the school, in which the pupils' exemplary behaviour leads to good and sometimes outstanding progress and pupils and staff are constantly challenged to achieve their best.
- Teaching is improving because the checks senior, year group and subject leaders carry out are accurate and lead to targets that are wholly based on raising standards of achievement for all pupils. Senior staff, and those who lead on English and mathematics support their judgements about teaching with a thorough analysis of the information they have about pupils' progress.
- The leadership of teaching is strong. Leaders manage teachers' performance well. Areas identified for improvement lead to training that supports the school's priorities and, where necessary, individual teachers. The school sets high aspirations for staff and pupils. Its own evaluation of its effectiveness is accurate and well-founded.
- The leadership of English is good. Actions to improve are clear and well-focused and lead to good standards of literacy. The school has implemented the new National Curriculum well, along with new procedures for assessing pupils' learning within it. Lessons, activities and topics are highly engaging, interest the pupils and encourage them to want to find out more for themselves. The curriculum supports reading, writing and mathematical skills well across all subjects.
- Provision for pupils' spiritual, moral, social and cultural development is outstanding. It underpins the whole of school life and successfully encourages pupils to be reflective and caring, respectful and tolerant. It develops in the pupils an exceptionally clear understanding of British values, including the value of living in a democratic society and of avoiding extremism of any sort. This was evident in the work done in the run-up to the general election. Elections to the posts of councillors and junior governors give pupils an understanding of democracy in action.
- The school promotes equality well. It ensures that all groups of pupils make equally good progress and that all are included in everything it has to offer. While some differences still remain between different classes in the same year group, year group leaders, guided by senior leaders, are using their skills well to eliminate them.
- The school teaches pupils that discrimination of any sort is unacceptable and should be avoided. As a result, pupils are keenly aware, for example, that it is thoughtless and hurtful to call people names, for whatever reason. They are adamant that everyone should be treated equally and with respect.
- The school makes good use of the pupil premium funding and the primary schools sports funding. Its review of the impact of pupil premium shows that gaps are closing rapidly for the eligible pupils. The primary school sports funding has enabled the school to develop the skills of staff to teach physical education and sports better. The funding has also enabled the school to increase the range of sports available to pupils, including opportunities for competitive sport.
- The school forms good partnerships with parents. From the earliest years, parents are shown how to become involved in their children's learning. Parents say that behaviour is good and the school looks after their children and helps them to make good progress.
- Safeguarding procedures are robust and fully comply with the government's current requirements to ensure that pupils are cared for well. Staff are well-trained. They are secure in their knowledge of how to identify pupils at risk of harm and respond to any concerns they might have. The school ensures that parents, pupils and staff understand the importance of keeping themselves safe when using the internet.
- The school provides well for disabled pupils and those who have special educational needs. Its close links

with parents, the way it listens to them and to the pupils and, where necessary, engages the help of external agencies all contribute to the pupils' good progress. The leader of this aspect of the school's work monitors closely the effectiveness of the staff who work with these pupils.

- The local authority has supported the school well in its drive for improvement since the previous inspection. Confident that the school can now move forward on its own, the local authority is stepping back but still keeping a weather eye on how well it is doing. The school has made good use of the support it received.
- Leaders work closely with parents, other early years providers and other schools to ensure that pupils are prepared well for starting school and for moving from one year group to the next, and on to high school.
- **The governance of the school:**
 - Governors are extremely effective. They know the school exceptionally well. They have a highly developed understanding of what data say about the school's performance and pupils' progress. The governing body, and the monitoring committee in particular, provide a high level of challenge to the headteacher and other leaders. Governors are strong in their determination that this will become an outstanding school.
 - Governors know how well different teachers are performing. They provide strong support for the headteacher in making decisions about whether to award a pay increase or not, and in taking action to tackle any underperformance. They gain their information from frequent visits to school, where they talk to staff, parents and pupils to gather their views, and from the comprehensive reports they receive from the headteacher. They challenge everything very robustly.

The behaviour and safety of pupils are outstanding.

Behaviour

- The behaviour of pupils is outstanding. It is exemplary in lessons and around the school, including at break and lunchtimes, and at the well-organised breakfast and after-school clubs, which pupils enjoy attending. The school has highly effective systems to promote good behaviour. It involves parents and pupils fully when it has to tackle what are rare incidents of poor behaviour.
- Pupils understand the impact their behaviour has on their learning saying, for example, 'You won't learn if you don't follow the rules.' Pupils enjoy excellent relationships with staff and trust them completely. They thoroughly enjoy coming to school because, they say, 'Teachers make lessons such fun, we enjoy everything', and 'Support staff are brilliant at helping us.' Attendance is above average.
- Pupils display high levels of respect for themselves, each other and adults. They have an excellent understanding of British values and of life in modern Britain. They readily explain what democracy means and why the rule of law is important to a civilised society. They appreciate the need to respect and, where appropriate, celebrate differences of race, culture and religion.
- Pupils are proud of their school and they take great pride in their work. Standards of presentation are almost always excellent. Pupils understand what 'success criteria' are and why they have them, saying, for example, 'They help you make your work better.'
- Pupils make an excellent contribution to the school community. School councillors, eco councillors, peer mediators and, more recently, members of the junior governing body ensure that pupils have a very strong voice in the school. Staff and governors value the pupils' views, which pupils ensure are representative of all age groups.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel staff care for them and support them exceptionally well at all times so that they are always safe. The school site is secure. Regular health and safety checks ensure it is kept so.

- The school involves pupils in assessing risks in and outside of the classroom, thus developing their understanding of how to recognise and manage risks now and in later life. Pupils have an excellent understanding of how to keep themselves safe at all times. They know the potential dangers they might face when using the internet, mobile phones and social networking sites. They are very clear about how to avoid them and what to do should they encounter any.
- Pupils have a well-developed understanding of the different forms bullying can take. They talk, for example, about cyber-bullying, physical bullying and name-calling and the effects they have on the victim. Pupils acknowledge that some does occur occasionally but that staff always stop it quickly and effectively. They say that the school is a happy place because everyone is kind to everyone else.
- Parents are extremely pleased with the way the school cares for their children and feel they are very happy and safe at school.

The quality of teaching is good

- Teachers have high expectations of their pupils' learning, work rate and behaviour. They also expect high standards of presentation. Pupils respond well to the challenges set for them. As a result, they make good and sometimes outstanding progress.
- Staff lead by example. The excellent rapport between pupils and staff assists pupils' learning. Staff successfully encourage pupils to work hard and try to do their best. They plan interesting activities that engage the pupils and fire their enthusiasm yet leave them with enough opportunity to follow some of their own interests when studying different topics.
- Teachers guide their pupils well. Through discussion and well-focused marking, they help pupils understand how to improve their work. Pupils know that by responding to the comments their teachers make, they will move their learning on faster.
- Pupils make good use of the opportunities teachers give them to mark and improve their own and other pupils' work. Staff are also helping pupils to understand how to assess their learning in different subjects as the new National Curriculum is embedded.
- The teaching of reading, including phonics, is good. Imaginative approaches ensure that pupils use their phonics skills well to help with their spelling. Staff successfully encourage pupils to use their literacy and numeracy skills in different subjects, thus helping the pupils to reach their targets faster.
- Teaching is also good in writing and mathematics. It supports the learning of all pupils, from the least to the most able, well. This is because activities are demanding yet at the right level of challenge. Teachers build pupils' writing skills up well, successfully encouraging them, for example, to engage the reader better by using more imaginative and descriptive words rather than commonly used words. In mathematics, the constant drive to deepen pupils' mathematical understanding and its importance in everyday life, leads to pupils becoming skilled in solving mathematical problems by the time they leave the school. The picture is more variable in other subjects. This is because teachers do not always make the best use of the information they gain from assessing pupils' learning in different subjects to take that learning further.
- Support staff mostly work well with different groups of pupils at different times to assist their learning. Teachers brief them well and they make a valuable contribution to the good progress that all pupils make, and especially disabled pupils and those who have special educational needs.
- In most classes, teachers use their good subject knowledge effectively to plan work at the right level for different groups of pupils. They deepen pupils' understanding with carefully considered questions that require different depths of answers, and they build well on pupils' responses.
- In some year groups, the quality of teaching varies between the different classes. This means that pupils

in the same year group do not always make the same good progress in all of their learning. Weaker aspects include the odd occasion when pupils are not clear about what they are learning, and therefore become muddled. School leaders are working with staff to improve the situation, and governors are monitoring it closely.

- Throughout the school, staff promote pupils' health, safety and well-being exceptionally well at all times. They explicitly teach pupils the values of working together, helping each other and developing excellent attitudes to learning. Pupils demonstrate all of these things exceptionally well.

The achievement of pupils is good

- Children start school with skills that are typical for their age. At the end of Reception in 2014, the proportion of children reaching a good level of development in everything matched that found nationally. Good progress was evident in virtually all areas of learning when considered separately.
- With slight variations between subjects, the attainment of pupils in Year 2 has been above average for the past three years in reading, writing and mathematics. It was also above average overall in Year 6 in 2014, showing an upward trend in overall attainment in the past three years.
- Pupils achieve well. This judgement differs from published data about the proportion of pupils making better than expected progress in 2014. Inspectors found that staffing issues, now resolved, had affected the progress of pupils in the middle ability band and caused a slight decline in attainment in reading and writing, although not in pupils' overall attainment.
- The progress of pupils currently in the school is good in reading, writing and mathematics. Data show that it has been consistently so in these subjects during the pupils' time in school. In other subjects, although progress is still good overall, it sometimes varies between different classes in the same year group. Throughout the school, pupils use their literacy and numeracy skills well in other subjects.
- The results of the phonics screening check for pupils in Year 1 were above average in 2014. Pupils learn about letters and the sounds they make as soon as they start school. They use their phonics skills well to help them read, write and spell.
- Pupils enjoy reading. They read widely and fluently, at school and at home, and have good comprehension skills. Pupils readily discuss their favourite authors and can talk about the author's style and the language used.
- Pupils know how to write in different styles to suit different audiences and purposes. They convey meaning in different ways using a good range of vocabulary and punctuation, and engage the reader with well-chosen phrases. Spelling and grammar are usually correct and handwriting is neat, well-formed and easy to read. Staff constantly challenge pupils to express themselves clearly and pupils respond enthusiastically.
- Pupils learn to solve mathematical problems from the earliest age. By the time they are in Year 6, their mathematical understanding extends to spotting patterns in data they have gathered, interrogating statistics and considering variables that make statistics more or less reliable. Pupils have a highly developed understanding of the importance of mathematics in everyday life.
- Disadvantaged pupils make good progress. In some year groups, their progress exceeds that of other pupils. There were too few of these pupils in 2014 to be able to make reliable comparisons with other pupils in the school or nationally. Nevertheless, year on year, the data show that the gaps between the attainment of these pupils and other pupils in the school are closing.
- Disabled pupils and those who have special educational needs also make good progress. Under the guidance of the special educational needs coordinator, teachers plan the pupils' work well, brief support staff accordingly, and constantly check how well the pupils' are learning.

- The most able pupils achieve well because they receive tasks that require them to think more deeply and take their learning further more quickly. Data held by the school, checked against the work in pupils' books, show that a much higher proportion of these pupils are working at the highest level for a primary school this year than did so in 2014.
- Pupils leave this school as confident, mature, well-rounded youngsters with an excellent range of skills that prepare them well for secondary school and stand them in good stead for later life.

The early years provision is good

- Children currently in the early years are making good progress and are well on track to exceed last year's outcomes. Overall, staff prepare the children well for Year 1.
- The school gives children's safety, welfare and well-being high priority. Children are safe, they feel safe and staff teach them how to keep themselves safe. Children listen to and follow instructions and well-established routines exceedingly well. They settle quickly, want to learn, and try hard to do their best. Their behaviour is excellent.
- Teaching is good. Effective questioning and skilful explanations extend children's vocabulary, while stimulating learning activities encourage them to be curious and find things out for themselves. The work in their books shows good levels of independence and presentation for their age.
- Children quickly learn to add and subtract and to solve simple problems such as how many more slices of bread they will need to make enough sandwiches for everyone in their group. They also become increasingly able to write in sentences using capital letters and full stops. Most form letters accurately and space words correctly.
- Staff in the Nursery make excellent use of the outdoor area for learning. Activities complement those in the classroom. They consolidate the children's language and number skills and promote their personal and social skills exceedingly well.
- The outdoor learning area for Reception children also has a good range of interesting and stimulating activities from which the children select what they want to do. Here, however, adults do not interact with the children enough to be able to pick up, assess and extend their learning as it happens.
- Leadership is good. Leaders ensure that the children's work is planned well to meet their different levels of ability. Well-considered support programmes and careful tracking of children's progress enable all children, from the least to the most able and including those who are eligible for the pupil premium, to make good progress.
- The priorities for improvement in the early years' development plan do not include measurable milestones linked to children's progress. In this, they differ from the priorities set in other areas of the school's work.

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

Unique reference number	124070
Local authority	Staffordshire
Inspection number	462553

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	683
Appropriate authority	The governing body
Chair	Les Bullock
Headteacher	Michelle Walsh
Date of previous school inspection	4 July 2013
Telephone number	01543 278071
Email address	office@fiveways.staffs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted

. If you would like Ofsted to send you a copy of the guidance, please telephone [0300 123 4234](tel:03001234234), or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and *inspects* to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone [0300 123 4234](tel:03001234234), or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: [0300 123 4234](tel:03001234234)
Textphone: [0161 618 8524](tel:01616188524)
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

