

Inspection of a good school: Five Elms Primary School

Wood Lane, Five Elms Primary School, Dagenham, Essex RM9 5TB

Inspection dates:

5 and 6 October 2022

Outcome

Five Elms Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. They typically described the teachers as 'great' and learning as 'fun'. Staff know the pupils well, which helps to create a safe environment for pupils to learn and flourish.

Leaders have a clear and ambitious vision for providing pupils with meaningful opportunities to learn. This underpins the decisions and actions that leaders take. Staff have a shared commitment in wanting the best for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders promote a culture that celebrates differences.

Behaviour in lessons is excellent. Pupils know who to talk to if they have any concerns. They use the 'anti-bullying red box' to share their worries. Staff respond to individuals' needs and resolve any bullying concerns swiftly. Their work is widely appreciated, including by parents and carers.

Parents have very positive views of the school. They appreciate that staff are always visible, friendly, and approachable. Parents said that the school helped them to support their children at home.

What does the school do well and what does it need to do better?

Leaders ensure that there is clear progression in what pupils learn. The curriculum is well sequenced. Teachers encourage pupils to learn and use important vocabulary. This begins in the early years. In Year 6, for example, pupils used vocabulary accurately for selecting calculation methods to apply to different contexts. However, pupils' understanding of subject-specific vocabulary is not as secure in all subjects. Teachers use pupils' assessment information to identify and reduce gaps in pupils' knowledge.

Teachers deliver the school's phonics programme in a systematic way. Pupils practise and rehearse the phonics sounds they learn. They develop fluency and accuracy when reading. Teachers help pupils who struggle with their reading to self-correct mispronunciations. Pupils show resilience when facing unfamiliar words. Staff match the

books that pupils read to the sounds that they know. Pupils enjoy listening to adults reading to them, including in the early years. This helps to foster pupils' imagination and interests in a range of books.

Leaders ensure that pupils learn mathematical concepts methodically. Teachers have strong subject knowledge. Pupils seize regular opportunities to reflect on their learning. They show persistence in solving problems. Teachers use appropriate resources in lessons to help pupils' learning. Children thrive in the early years setting, both inside the classroom and outdoors. For example, children chose leaves, twigs and cones to practise counting forwards and backwards from zero to 10.

Leaders have high expectations of all pupils in the mainstream classes and in the additional resource provision. They focus on ensuring that all pupils, including those with SEND, are well catered for. Pupils with SEND learn the same subject content as their peers, where possible. Staff adapt learning effectively to help pupils who need to catch up in their learning.

Pupils are inquisitive and like to share their ideas. Teachers are swift in addressing pupils' misconceptions. Pupils show respect towards adults and each other. As a result, low-level disruptions in lessons are rare. Pupils respond positively when their successes are celebrated. Pupils enjoy the challenges teachers set them.

Pupils make a positive contribution to the life of the school, including as councillors and as art and anti-bullying ambassadors. They keep abreast of current affairs through the weekly 'votes for schools' programme. Teachers encourage pupils to form opinions and debate issues such as equality and discrimination. This also includes discussions about democracy and tolerance.

Members of the governing body are effective in carrying out their statutory responsibilities. Leaders newer to their roles are supported well in fulfilling their roles and responsibilities. Leaders help to develop staff's subject knowledge. Staff appreciated the steps leaders have taken in making their workload manageable.

Safeguarding

The arrangements for safeguarding are effective.

The governing body and leaders promote a strong culture of safeguarding. They make all the necessary employment checks. They ensure staff are well trained so that they can keep children safe.

Leaders place great emphasis on getting to know their pupils and families. They use this awareness to identify any pupils who may need help or those at risk of harm. Staff are proactive in providing help and support to pupils, as early as possible. They use their knowledge of any potential local risks to ensure pupils know how to stay safe. Pupils are taught to use technology and the internet safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not ensure that teachers effectively develop pupils' vocabulary and understanding in all subjects. In a few subjects, this leads to some pupils not deepening their knowledge and understanding as well as in others. Leaders should ensure that all teachers check and develop pupils' understanding of subject-specific vocabulary securely in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101228
Local authority	Barking and Dagenham
Inspection number	10212500
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair of governing body	Carol Canary
Headteacher	Barbara Turner
Website	www.fiveelmsprimary.co.uk
Date of previous inspection	14 and 15 March 2017, under section 5 of the Education Act 2005

Information about this school

- The school runs an additional resource for pupils who are deaf and have complex needs.
- The school also runs a newly developed internal support provision for pupils with high SEND needs.
- The school does not use any alternative provision.

Information about this inspection

The inspector carried out this graded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the chair of governors, members of the governing body, the headteacher, senior leaders, a range of staff and a local authority representative.

- The inspector carried out deep dives in reading, mathematics and art. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- The inspector considered the curriculum in other subjects.
- The inspector considered information provided about safeguarding arrangements. The inspector scrutinised safeguarding records and the single central record. The inspector reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.
- The inspector considered the views of parents, pupils and staff, including through Ofsted's online surveys.
- The inspector visited the additional resource and internal support provisions.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

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