

Inspection of Stanway Fiveways Primary School

Winstree Road, Stanway, Colchester, Essex CO3 0QG

Inspection dates: 13 and 14 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils thrive at Fiveways Primary School. The school is a happy, caring place. Pupils are encouraged to be 'the best we can be'. As a result, they develop their confidence and independence. Pupils are proud of their school and enjoy attending.

Classrooms are busy learning environments because pupils enjoy learning. Pupils are interested by the school's curriculum. They say that learning is 'fun'. Pupils talk enthusiastically about learning. They enjoy the carefully planned experiences that enhance their curriculum. For example, 'The Great Fire of London Experience' teaches children more about the history they study.

From Reception to Year 6, staff teach pupils how to manage their behaviour. As a result, behaviour is good. Pupils are proud of the rewards they receive for good work and behaviour. Out of lessons, pupils behave well and show high levels of consideration towards one another.

Pupils describe the school as a 'community', where everyone is equal. A number of pupils have moved to the school in recent years and they have been made welcome. Reception children quickly settle into school as a result of the well-planned induction programme.

Pupils say that bullying is rare. Should it happen, pupils trust staff to deal with it quickly and appropriately. Pupils who need additional help receive effective support.

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

Since the previous inspection, the school has been through a period of turbulence. The current leadership team and governing body have brought stability to the school. There is a positive ethos within school. Staff enjoy working here and parents are extremely positive about the school.

Leaders have created a curriculum that is ambitious for all groups of pupils. In most subjects, the curriculum provides pupils with the knowledge and skills they need to be successful in the future. Subject leaders have clearly identified what pupils need to learn. They have set out what should be taught and how pupils' understanding will be checked to deepen their learning. In a small minority of foundation subjects, the curriculum does not make it clear what pupils need to learn or how their understanding of what they have learned will be checked. When this is the case, staff have to make decisions which do not always align with leaders' intent.

Children in the early years enjoy learning through a variety of interesting activities. In reading, writing and mathematics, leaders have carefully planned the curriculum so that children are prepared well for Year 1. This is not the case in other subject areas. The activities teachers plan for children in these areas are not precisely

matched to what children need to be able to know and do. Despite this, overall, children achieve well.

Reading is given a high priority. Staff teach reading and phonics consistently well. Children are introduced to reading and stories as soon as they start Reception. Leaders have put in place a clear approach for teaching reading. Pupils enjoy these lessons and achieve well. Pupils have the opportunity to practise their learning before moving on to a new sound. Staff are quick to identify pupils who may be falling behind. These pupils receive the support they need so they quickly catch up. Pupils read books that interest them and are closely matched to their reading ability.

The emphasis on reading continues into key stage 2. Pupils continue to read daily in class. Pupils in all year groups talk enthusiastically about the books they read for pleasure. They talk about how their vocabulary has developed as a result of the books they read. Pupils say this helps them improve their writing.

Staff receive regular subject training. As a result, they have good subject knowledge. Staff use this effectively to meet the needs of all pupils. Pupils with special educational needs and/or disabilities (SEND) receive effective support to learn the curriculum. For example, picture prompts help them plan their tasks and stay organised.

Pupils behave well. From Reception they are taught how to behave and work together. Pupils work well together in class. They show respect for one another. Pupils enjoy the 'buddy' reading programme. Pupils from each year group read to a buddy from another year. This helps to develop positive relationships between pupils from different classes.

Leaders carefully consider pupils' personal development. Pupils understand the importance of tolerance and respect for others. They say, 'We are all equal.' The curriculum provides activities and visits that support pupils' cultural development. Pupils enjoy the range of extra-curricular activities on offer and the opportunity to take on roles of responsibility, such as house captain. Pupils know the inclusion team is there to support them should they have a problem.

Governors take an active role in the life of the school. They provide leaders with an effective level of challenge and support. They know the school well.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. Through regular training, leaders ensure that staff know what to do to keep pupils safe. Staff are quick to report any concern, no matter how small. Leaders use this information to make referrals promptly. Leaders work effectively with support agencies and families to ensure pupils' safety.

Pupils are taught how to keep themselves safe. From an early age, they are taught how to be safe online. Pupils say the school is a safe place. They are confident that staff will listen to any concern they have and provide them with support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, it is not sufficiently clear what pupils need to learn. This means that, in these subjects, teachers are not clear about what needs to be taught and assessed before moving pupils on to the next steps in their learning. Leaders should ensure that subject plans identify the key information pupils need to learn and how it will be assessed at each stage of the curriculum.
- Activities in some areas of the early years do not develop the required knowledge and skills for children to succeed in Year 1. Leaders should ensure that the link between learning activities and the key stage 1 curriculum is precise. This will ensure that children are thoroughly prepared for Year 1.

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	114764
Local authority	Essex
Inspection number	10241807
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	526
Appropriate authority	The governing body
Chair of governing body	Richard Bailey
Headteacher	Adam Squirrell
Website	www.stanwayfiveways.essex.sch.uk
Date of previous inspection	3 and 4 May 2017, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in October 2021.
- Since the previous inspection, the school roll has expanded from 14 classes to 20. Leaders have worked with the local authority on a building programme to accommodate the increased number of classes.
- A new chair of governors has been appointed since the last inspection.
- Leaders do not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in five subjects: English, early reading, mathematics, history and design technology. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work. The inspectors also listened to a sample of pupils read to a familiar adult.
- The inspectors met with the designated safeguarding lead and other staff to discuss safeguarding. This included looking at pre-employment checks for staff, other safeguarding documents and evaluation of the safeguarding arrangements.
- The inspectors held meetings with leaders, including the headteacher, the deputy headteachers and three members of the governing body, including the chair of governors. The lead inspector met with a representative from the local authority.
- Inspection activities included observing pupils' behaviour at breaktime and lunchtime. Inspectors spoke with groups of pupils formally and informally. They also spoke with parents before and after school.
- The inspectors reviewed the 78 responses to Ofsted's online questionnaire, Ofsted Parent View, along with 74 free-text responses. Inspectors considered the 40 responses to the staff questionnaire.

Inspection team

Caroline Pardy, lead inspector	Ofsted Inspector
Kathryn Herlock	Ofsted Inspector
Lisa Massey	Ofsted Inspector

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