



Five Ways Primary School

Inspection Report - Amended

Unique Reference Number 124070
Local Authority Staffordshire
Inspection number 292880
Inspection date 5 October 2006
Reporting inspector Paul Edwards

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

Type of school	Primary	School address	Langholm Drive
School category	Community		Heath Hayes
Age range of pupils	3-11		Cannock WS12 2EZ
Gender of pupils	Mixed	Telephone number	01543 278071
Number on roll (school)	670	Fax number	01543 278937
Appropriate authority	The governing body	Chair	Les Bullock
		Headteacher	Roy Bowers
Date of previous school inspection	24 February 2003		

Age group 3-11	Inspection date 5 October 2006	Inspection number 292880
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Five Ways is a large primary school. Most pupils are from a variety of White ethnic backgrounds. The proportion of pupils with learning difficulties is lower than in most schools. A nursery unit opened in 2004 and children come into school with broadly average attainment. The headteacher is on a two term secondment. As a result, the deputy is acting headteacher and several other senior staff have taken on new responsibilities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

'I am proud to tell people that my child goes to Five Ways. It is an excellent school.' This comment from a parent is indicative of many responses received during the inspection. The parents are right to be proud because this is an outstanding school providing excellent value for money. The school is a vibrant place where the pupils are provided with a rich and exciting curriculum.

The pupils achieve well throughout the school and attain standards that are significantly above average. However, in the 2005 national tests for Year 6 pupils' results in English, although still significantly above average, were not quite as high as those in mathematics and science. The school identified that this was because a small number of pupils lacked the ability to write quickly and fluently in timed situations. Standards in the current Year 6 show that strategies to improve these skills have had a good impact so that pupils are now achieving well. These strategies are now being used with other year groups. Good, and sometimes excellent, teaching, together with an outstanding curriculum and high quality of care, enables pupils to learn well in a safe and secure environment. The school has been very effective in ensuring that subjects such as history are taught in depth through the use of specialist teachers. The curriculum is enriched through a wealth of clubs and activities beyond those in lessons that help to foster the pupils' enjoyment of school.

Children are given an excellent start in the Nursery and Reception classes. Through well structured sessions they quickly learn how to work and play with others. A strong emphasis on teaching early skills in reading, writing and number prepares the children well for entry into Year 1. A very good foundation is also laid for pupils' personal and social development which is excellent throughout the school. Pupils' behaviour is exemplary. Pupils are very eager to take on responsibilities and keen to talk of the successes they have achieved through being members of the school council. The pupils are very keen to follow a healthy lifestyle and considered the 'trim trail' is 'great fun that helps to keep you fit'.

The excellent structures which underpin the leadership and management of the school have enabled the deputy headteacher to seamlessly adapt to the role of acting headteacher. Teachers and support staff work very closely together and new staff are provided with excellent support and guidance, enabling them to fulfil their roles very well. The school's focus on making the best use of an individual's skills has enabled those new to the senior management team to quickly determine how they can help to improve the school further. The school was highly rated at the time of the last inspection, has made good progress since, and is very well placed to make further improvements.

What the school should do to improve further

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- Improve attainment in writing by focusing on the skills needed to write quickly enough in timed situations.

Achievement and standards

Grade: 2

Pupils achieve well overall. From an average starting point, they make good progress in Nursery and Reception and this is effectively built on in Years 1 and 2. Standards in national tests at the end of Year 2 in 2005 were significantly above average in reading, writing and mathematics. Good progress is also evident in Years 3 to 6 and results in Year 6 national tests in 2005 were significantly above average in English. Pupils performed even better in mathematics and the results were very high in science. However, the school has rightly identified that a small number of pupils could do better in timed writing tasks. Teachers now provide pupils with clearer guidance on what they need to do to improve their written work. The quality of work seen in the current Year 6 indicates that these strategies are having a positive impact, with a significant proportion of pupils demonstrating writing skills that are above average. Throughout the school, standards in subjects such as history, information and communication technology (ICT) and music are much better than those expected for pupils of their age. This is because the school makes very effective use of teachers' specialist knowledge and skills to teach a particular subject to different classes. Pupils with learning difficulties achieve very well because of the very clear identification of their needs and because they are taught in smaller classes with a good level of effective support.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy school and are very happy. This is seen in the attendance rates which are better than average. Pupils are rightly proud of the school and the part that they have played in the awards it has gained. For example, the school council conducted a survey as part of a travel plan and pupils delighted in showing an award from the local authority which praised their efforts. They have a very good understanding of how to keep safe. The pupils' spiritual, moral, social and cultural development is good. The older pupils look after younger ones and are proud to help in the Nursery as part of their 'work experience'. All pupils understand the importance of adopting a healthy lifestyle. They know about healthy eating and try to put what they know into practice. All pupils are keen to take part in the wide range of physical activities on offer. Twenty five Year 5 pupils have trained as 'Huff and Puff' sports leaders and lead a programme of vigorous exercise with Years 1 and 2 pupils three times a week. Pupils take a full and active part in the community, supporting many charitable activities. Older pupils are proud of the opportunity they are given to help younger children with their reading and to develop their appreciation of a healthy lifestyle through their role as 'sports leaders'.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and often outstanding. Pupils do well because they set high standards for themselves and teachers expect a lot of them. Teachers work very closely with colleagues and make very effective use of the detailed assessments to plan lessons. Staff have undertaken a very detailed analysis of why some pupils have not done as well as they should in their writing. Lessons have been adapted to teach key skills such as writing quickly and to guide pupils to identify for themselves how they can improve their own work. The results are beginning to be seen in the improvements, particularly in Years 5 and 6.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. Whilst the school rightly focuses on developing literacy and numeracy skills, there is a good emphasis on providing the pupils with an interesting and wide ranging curriculum. There is a rich diet that includes music, physical education, arts and the opportunity to learn a modern foreign language. The very good use of teachers' specialist skills ensures excellent provision in subjects such as history. Links with a local secondary school help stimulate the pupils' enthusiasm for learning.

Care, guidance and support

Grade: 1

The school's arrangements to assess pupils' progress are excellent. As a result, teachers throughout the school match work very closely to the pupils' abilities so that they make good progress. Assessment information has also been used well to give pupils a clearer understanding of what they need to do to improve their writing. Pupils with learning difficulties do particularly well because they are well supported in small learning groups. Pupils feel very safe because they know who to turn to in the event of trouble.

Leadership and management

Grade: 1

Leadership and management are outstanding. Staff at all levels make regular checks on the areas for which they are responsible and lead the drive for improvements where necessary. The professional development of staff has been a priority for the school and this has enabled less experienced staff to take on new challenges with confidence. The school strives hard to improve the quality of education further. There is an unambiguous focus on raising standards and a refreshing lack of complacency.

The governors work very effectively with the school. The school has rigorous systems to check on its strengths and weaknesses. Although it views its overall effectiveness as good, rather than outstanding as found in this inspection, this is not because of any inaccuracies in its self-evaluation. In the words of the acting headteacher, this stems from the view that, 'we want this to be the best possible school and we know we can do even better'.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

6 October 2006

Dear Pupils

Five Ways School, Langholm Drive, Heath Hayes, Cannock, Staffordshire, WS12 2EZ

Thank you all very much for the warm welcome you gave me when I visited your school recently. Your school is outstanding and you and your parents are right to be proud of it.

These are some of the best things about your school:

- the good progress you make in your learning so that you do very well in national tests at the end of Year 6
- your excellent behaviour and your enthusiasm for lessons and other activities
- the interesting and very wide range of activities that you all undertake
- the way you look after one another
- the good teaching and effective support you get from adults in the school
- how well the headteacher and senior staff manage the school.

This is what the school needs to do to make it even better:

- help you to improve your writing skills so that you can all write quickly in timed situations.

I am pleased that you enjoy school and wish you all the best for the future.

Thank you again for helping me with my work.

Yours faithfully

Paul Edwards Lead Inspector