

Stanway Fiveways Primary School

Inspection report

Unique Reference Number	114764
Local Authority	ESSEX LA
Inspection number	311702
Inspection date	22 November 2007
Reporting inspector	Marianne Harris

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	4–11
Gender of pupils	Mixed
Number on roll	
School	229
Appropriate authority	The governing body
Chair	Mr Ian Yates
Headteacher	Mr Barry Nevin
Date of previous school inspection	11 October 2004
School address	Winstree Road Stanway Colchester Essex CO3 0QG
Telephone number	01206574849
Fax number	01206766327

Age group	4–11
Inspection date	22 November 2007
Inspection number	311702

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school. The inspector looked particularly at the progress pupils make as they move through the school and what the leadership team has done to ensure that pupils' personal development has a significant impact on their achievement. The inspector met with staff, governors and pupils. Parts of some lessons were observed, parents' questionnaires and a sample of pupils' work were examined and school information, including self-evaluation, was scrutinised. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This is an average sized school in a socially mixed area where pupils come from a predominantly White British background. The percentage of pupils who have learning difficulties and/or disabilities is average, although the number with a statement of special educational need is higher than usually seen. There has recently been an increase in the number of pupils who have behavioural difficulties and this partly accounts for the rise in statements of special educational need in the school. Standards on entry to Reception are a little lower than those normally seen in this age group.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils enjoy learning and parents are supportive of all aspects of its work. They agree that their children are making good progress because teachers are approachable and really care about the pupils. One parent described this as 'a friendly and welcoming school', whilst another added, 'It is particularly good at recognising and praising effort and achievement'.

The effective leadership team has been most successful in tackling the issues from the last inspection and creating a school where pupils are keen to learn. Standards have been rising in recent years so that, in the 2007 national tests, standards at the end of Year 2 were a little above average. In 2005 and 2006, Year 6 pupils' results showed that they had made good progress, especially in mathematics and science. The 2007 results for this age group dipped because the school suffered from staff sickness in the upper years and from pupils moving into and out of the year group. However, pupils' overall progress was satisfactory. The school is part of a national pilot to improve and sustain the progress that all pupils make and this is having a significant and visible impact. Current data predict that results at the end of Year 6 this year are likely to be a little above average. Consequently pupils' achievement across the school is judged to be good.

As pupils suggest, teaching is good. The inconsistencies identified in the last inspection have been successfully addressed and there is very little variation in the quality across the school. Most lessons are fast paced and very well planned to meet the needs of all pupils. Those with learning difficulties and disabilities receive very good support so that they can make good progress. The few who have behavioural difficulties are equally well supported so that they can settle into school and achieve well. The purpose of each lesson is clearly explained so that pupils can assess for themselves how much they have learnt. There are, however, times when pupils listen too long to their teachers and become a little fidgety, particularly when they cannot see the resources being used by the teacher and feel they cannot join in fully with the lesson.

Guidance to pupils is good. Teachers carry out thorough and accurate assessments of what pupils know and can do. They use this information very well to set targets for individuals in mathematics and English. Pupils know what their targets are and are keen to talk about how much progress they are making. The growing strength in their key skills indicates that they are being well-prepared for the next phase of their education.

The drive to ensure that the needs of all pupils are fully met and that they develop as well-rounded individuals is at the heart of the school's work. Consequently, pupils' personal and social development and well-being are good and they have a good understanding of the importance of a healthy lifestyle. They clearly enjoy their learning, attend regularly and say that they feel safe in school. The system that the school uses to reward good behaviour and tackle inappropriate actions is firmly established. This adds to the pupils' feeling of belonging and rightly makes them feel well cared for. They know there is always someone they can go to if they have a problem and that they will be heard. The school council has a clear focus on what needs changing in the school and works hard to improve the facilities. All pupils are proud of the money they raise for charity, particularly when it involves dressing up and doing things that are different from their everyday work. They say that there are plenty of opportunities to learn outside lessons and recall fondly the many trips they have been on. The curriculum is well

planned. There is a good range of extra activities provided for pupils and many enjoy the sporting opportunities they have.

The monitoring of the school's work is rigorous and effective. The leadership team evaluates carefully the various initiatives the school undertakes. They know that the rising standards in the lower school are sustainable. This is because they have looked carefully at the effect of teaching English and mathematics in separate year groups and decided this is the best way to raise standards. They talk confidently about the reasons for the fall in standards last year and know that the current initiative is working because their data show the good progress that pupils are making. There is a strong commitment to ensuring that the rate of progress increases further. The governors are very supportive of the school and challenge it to reach even higher standards. The school offers good value for money and has a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children make a good start in the Reception class and many parents comment on how much their children enjoy school. One parent wrote of being 'impressed by the care taken to ensure my child settled into school.' During their time in this class, children make good progress in all areas of learning because activities are enjoyable and children are very keen to participate. They make particularly good progress in their personal development as they settle quickly to school life and learn to play and work together in a friendly way. They enjoy talking to adults and taking part in the wide variety of activities that are thoughtfully prepared for them. By the end of the Reception class most children reach the levels expected for their age in all areas of learning, and some exceed these.

What the school should do to improve further

- Raise standards by making sure that pupils are offered sufficient time to work independently in lessons and are not required to sit too passively for lengthy periods listening to their teacher.
- Ensure that resources are always clearly visible to everyone in the class.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	2
How well are learners cared for, guided and supported?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

23 November 2007

Dear Pupils

Inspection of Stanway Fiveways Primary School, Colchester, CO3 0QG

Thank you very much for welcoming me into your school and for helping me to find out about your work. You told me that you enjoy coming to school and that it is a good place to be. I agree with you and, as promised, I am writing to let you know what I found out.

You work very hard and make good progress. You told me that your lessons were interesting and that you went on lots of trips to help you learn more. Some of you told me that your teachers were fun, and I certainly enjoyed being in your lessons. It was great fun to join the Reception class on their lion hunt and I am only too pleased that we didn't meet a real one! I was most impressed by the way you all get along together and work as a team. You told me that a few children did not always behave very well, but that your teachers always sorted it out quickly. You are justly proud of all the money you raise for different charities, especially the 'spotty day' you recently had to raise money for Children In Need.

When visiting your classes I noticed that some of you sat for quite a long time listening to your teachers and I have asked them to make sure this does not happen too frequently. I have also asked them to make sure that you can all see the resources that are being used. Sometimes they are too difficult for you to read.

Thank you once again for being so helpful and I wish you good luck in the future.

Best wishes

Marianne Harris

Lead inspector