

# Feckenham CofE First School

School Lane, Feckenham, Redditch, B96 6QD

**Inspection dates** 23–24 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Standards at the end of Key Stage 1 and by Year 4 are well above those usually found nationally in reading, writing and mathematics.
- The headteacher is an effective leader who has successfully led school improvement following the previous inspection.
- Leaders, managers and the governing body make sure that teaching, learning and achievement are at least good in all classes.
- Pupils are very rarely absent from school.
- Teachers demand a lot of pupils and make sure they learn well.
- Good teaching and the high quality of care help children achieve well in the Reception class.
- Pupils' attitudes and behaviour are excellent and contribute strongly to their successful learning in all lessons.
- Pupils feel safe in school. They understand different forms of bullying, including cyber-bullying, and what to do should it occur.
- Pupils experience a good range and variety of exciting additional activities and experiences throughout the year. These include visits, residential stays and visitors to the school.
- The school accurately evaluates how well it is doing and has a good understanding of what needs to be done next to improve.

### It is not yet an outstanding school because

- Staff with responsibility for subject areas have not had the opportunity to observe teaching in their area of responsibility and are, therefore, not involved enough in improving standards in their subjects.
- Although the progress made by individual pupils is checked very thoroughly in reading, writing and mathematics, it is less well checked in other subjects – particularly, science and information and communication technology (ICT).

## Information about this inspection

- The inspector observed eight lessons, of which three were joint observations with the headteacher.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- The inspection took into account the 34 responses to the online questionnaire for parents and carers (Parent View).
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Clive Lewis, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than most other primary schools.
- The proportion of pupils supported by the pupil premium (those known to be eligible for free school meals, in care or with a parent in the armed services) is below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is broadly average and the proportion supported at school action plus or through a statement of special educational needs is above average.
- No pupils are currently educated in alternative provision away from the school site.

### What does the school need to do to improve further?

- Develop the responsibilities of subject leaders further by giving them opportunities to observe the quality of teaching in their subjects so that pupils' standards improve.
- Extend the thorough systems for checking and tracking pupils' progress in English and mathematics to all other subjects so that any weaknesses in progress and achievement are identified and remedied.

## Inspection judgements

### The achievement of pupils

is good

- Consistently good teaching leads to good progress across the school. This good progress was reflected in the good quality of learning observed in lessons throughout the inspection and was confirmed by the often impressive standard of work in pupils' books and by school data on pupils' progress.
- Children's skills and experiences on entry to the Reception class vary from year to year but are generally above those typically found for this age group. Children settle well in the Early Years Foundation Stage class and make good progress during their first year in school. Staff plan a good range of teacher-led and free-choice activities which give children good opportunities to develop a wide range of skills in the classroom, in the secure outdoor area and in the school's 'Forest School' classroom.
- Pupils quickly learn the sounds letters make to support their writing in the Reception class and in Key Stage 1, as well as the basic mathematical skills they need to complete simple calculations. These skills are built on consistently in Key Stage 2 and by the time pupils leave the school at the end of Year 4, attainment in English and mathematics is well above typical levels.
- The relatively small proportion of pupils eligible for the pupil premium make at least as good progress. For example, pupils eligible for free school meals attain as well as other pupils. Any barriers to learning are identified and the funding is used very well by the school to provide carefully matched additional support through frequent small-group or one-to-one work. Extra money is also allocated to ensure these pupils can join in all the extra activities provided for other pupils.
- Disabled pupils and those with special educational needs make good progress. Class teachers, teaching assistants and outside agencies provide good support and make sure that work is set at the right level for these pupils. This help enables them to make small but progressive steps forward in their learning.
- Particularly good progress is made in developing pupils' reading skills. This begins by teaching younger pupils to read by linking letters to the sounds they make (phonics). The teaching of reading, through regular phonics lessons and guided reading activities, continues through all age groups. As a result, pupils throughout the school read confidently and well. Older pupils read fluently, with a good understanding of their texts.

### The quality of teaching

is good

- Pupils of all backgrounds and abilities learn successfully due to good teaching. Teachers plan lessons well, sharing with pupils both what is to be learned and how to judge successful learning. Marking of pupils' work gives them good guidance about how well they have done and what they need to do to improve, often, usefully, referring to the pupil's individual targets for improvement. Material resources, including computers and other ICT are used well to motivate pupils and enhance their learning.
- Learning in lessons moves along at a good pace and pupils are given plenty of time to complete their work on their own. They are encouraged to work together, sharing ideas and helping each other. The process contributes well to pupils' enthusiasm for learning.

- In one impressive Year 2 lesson, pupils made exceptional progress during guided reading. The teacher made very good use of questioning to gauge and guide pupils' understanding. Pupils were each given work that exactly matched the stage they were at. They enthusiastically shared their ideas and also worked independently while the teacher provided support through highly skilled questioning which accelerated the progress of each individual.
- Pupils are well supported by a well-deployed and strong team of teaching assistants who provide good support for individuals and groups within classes.
- Teachers' strategies to manage pupils' behaviour are very effective, with the result that lessons are calm and purposeful. Pupils work hard and concentrate on their work without the need for constant adult intervention and reminders.
- The teaching of reading, writing and mathematics is good and pupils' progress is checked and tracked rigorously as they move through the school. The headteacher and each class teacher meet every half term to evaluate and discuss the assessment information gained. These meetings assure that teachers have a good understanding of how well the pupils in their charge are doing and the action they should take to help and support them to reach their challenging improvement targets.

### **The behaviour and safety of pupils are outstanding**

- Pupils are very keen to learn. During lessons, pupils listen carefully, cooperating and contributing eagerly. Their keenness to learn makes a big contribution to their progress.
- Pupils report that the school has an effective system of rewards and sanctions which ensures that any poor behaviour is dealt with promptly and effectively. Pupils who find behaving well more difficult are sensitively managed and skilfully supported so that, typically, their behaviour improves considerably.
- Pupils all say that they enjoy coming to school and this is reflected in their consistently above-average rates of attendance. They say they find learning fun and they are enthusiastic about their education. They have a good understanding of bullying, including that which might be encountered through internet sites.
- Pupils understand the need for healthy lifestyles and exercise. They describe the school as 'very safe' and have a good understanding of how to keep safe. They are clear and confident about seeking help for themselves or others should the need arise. They demonstrate their pride for the school through participation in the school council and take their responsibilities very seriously.
- Pupils respond well to the school's promotion of spiritual, moral, social and cultural development. They make a considerable contribution to making the school a welcoming and friendly place in which to learn. They have a clear understanding of what is right and wrong. They enthusiastically embrace new experiences and are curious about the world around them.

### **The leadership and management are good**

- The headteacher's strong leadership is a significant factor in the good improvements made since the last inspection. As a result of her leadership and the strong support from the governing body and local authority, all aspects of the school are now good or better. School self-evaluation has correctly identified appropriate areas for further improvement.

- The school is deeply committed to all pupils achieving well, developing their talents and discovering new interests. The extra funding provided for the few pupils supported through the pupil premium is spent wisely and its impact is carefully and regularly checked.
- Staff demonstrate a shared sense of responsibility and commitment to improving the school. They work together very effectively and regularly take advantage of training opportunities in order to further enhance their work.
- Staff with responsibility for English and mathematics are closely involved in checking standards and progress in their subjects. However, they have not yet developed a complete understanding of strengths and weaknesses in their areas of responsibility. They lack the opportunity to observe teaching in their subject areas to improve it where necessary so that pupils make even better progress.
- Pupils' progress in reading, writing and mathematics is meticulously and regularly tracked. However, systems for checking and tracking progress in other subjects – particularly science and ICT – are less well developed and unhelpful to leaders and managers when trying to identify any underachievement in the progress of individual pupils.
- The small size of the school ensures that all pupils and families are known very well by staff. Very positive relationships with parents and carers and good links with a wide range of partners contribute well to improvements in pupils' achievement and well-being.
- Staff make sure that pupils benefit from a good balance of subjects and from interesting and exciting activities. The recent sharp focus on supporting numeracy and literacy across all subjects links well with the introduction of a more imaginative and exciting programme of topics. The change has had a positive effect on pupils' enthusiasm, progress and ability to learn and work independently. Pupils' independence in learning is further enhanced by weekly visits to the school's 'Forest School' site.
- Local authority support has been helpful to the school in supporting training for both leaders and governors and supporting the improvements made in mathematics and writing.
- **The governance of the school:**
  - The governing body provides strong support and holds leaders and managers to account for the school's performance. It makes sure that the school improves and moves forward. It checks rigorously that safeguarding arrangements are secure. Governors oversee the arrangements for relating teachers' performance to pay and all promotion is justified by pupils' progress and achievement. Governors know what the quality of teaching is across the school. They understand the data on how well pupils make progress and achieve, and compare the school's performance to that of other schools – where the available data allows. They understand how pupil premium funding is used and the benefit to the pupils eligible to it. The governing body plays an active role in the school's self-evaluation, monitoring and improvement-planning process. It knows what is happening in school, is aware that overall provision is good and is ambitious for the school to improve further.

## 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

<b>Unique reference number</b>	116842
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	405670

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

<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	114
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Matthew Leake
<b>Headteacher</b>	Jeannette Little
<b>Date of previous school inspection</b>	22 June 2011
<b>Telephone number</b>	01527 892756
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