

# Feering Church of England Voluntary Controlled Primary School

Coggeshall Road, Feering, Colchester, CO5 9QB

**Inspection dates** 12–13 June 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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, deputy and strong team of teachers and support staff have ensured that standards in English and mathematics are broadly average. Given pupils' lower starting points, this represents good achievement.
- Since the last inspection, the school supported by its governors has addressed weaknesses in teaching. This has led to improvement in the teaching of reading and mathematics, and considerable improvement in pupils' writing.
- Phonics (the sounds that letters make) is taught well across the school so that children make good progress in reading from an early age.
- Excellent personal, spiritual, moral, social and cultural development is at the heart of the school's success and underpins all of the school's strengths.
- Pupils' behaviour is good. Pupils are keen to learn and are unreservedly polite and caring of one another. Their behaviour in lessons and around the school is good.
- Support staff who work with pupils in need of additional help are making a strong contribution to their rapid progress.

### It is not yet an outstanding school because

- Marking in pupils' books does not regularly show the next steps pupils need to take.
- Pupils are not always encouraged to participate actively in their lessons.
- Not enough opportunities are provided for parents and carers to work with the school to improve the progress of their children.
- Members of the governing body are not sufficiently trained to hold the school to account for the performance of teachers and

the progress of pupils.

## Information about this inspection

- The inspectors observed 10 lessons, eight of which were seen with the headteacher or her deputy. In addition, the inspector made short visits to other lessons, looked at pupils' work and heard them read.
- Meetings were held with staff, pupils and governors, including the Chair of the Governing Body and Vice Chair. A telephone conversation was held with a representative from the local authority.
- The inspectors took account of the 75 responses to the online questionnaire (Parent View), a letter from a parent and 17 questionnaires completed by staff.
- The inspectors scrutinised a range of documentation including nationally published data and the school's own data, local authority review reports, the school's self-evaluation, improvement plans, safeguarding policies, and records and documents relating to the management of teachers' performance.

## Inspection team

Justina Ilochi, Lead inspector

Additional Inspector

Matthew Klimcke

Additional Inspector

## Full report

### Information about this school

- This school is smaller than average.
- Almost all pupils are of White British heritage. Very few pupils come from minority ethnic backgrounds.
- Since the previous inspection, the school has experienced a period of turbulence with major changes. Two thirds of staff are new in post and more than half the governing body is also new.
- Very few pupils are eligible for additional funding through the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families).
- The proportions of disabled pupils and those who have special educational needs supported through school action, and those supported at school action plus, or who have a statement of special educational needs, are broadly average compared to national figures.
- The school works in 'loose' partnership with local schools within its community and shares a common space and facilities with the community's centre.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching by:
  - ensuring that all teachers adopt the best practice in marking pupils' work, especially in their English and mathematics books, by helping pupils to understand the next steps to take to improve their work.
  - ensuring that teachers encourage pupils to participate more and play an active part in lessons.
- Improve the quality of leadership and management by:
  - ensuring that school leaders and governors work together to strengthen partnerships with parents and carers.
  - ensuring that governors are sufficiently trained to hold school staff to account for the progress of pupils.

## Inspection judgements

### The achievement of pupils is good

- Many children enter Reception with skills below age-related expectations. As a result of very strong teaching, children in the Early Years Foundation Stage make good progress.
- Having got off to a good start, pupils continue to achieve well throughout the school so that, by the time they leave at the end of Year 6, they have reached at least average attainment in English and mathematics.
- Standards in mathematics in Key Stage 1 have improved rapidly this year from the 'dip' in 2012 since the appointment of the new teachers. For example, the books of pupils in Year 2 show a focus on developing the skills pupils need for solving mathematical problems and how pupils correct themselves when they are wrong.
- As a result of the systematic teaching of phonics, alongside a keen fostering of enjoyment of books, pupils reach at least average standards in reading by the end of each key stage. The above-average results of the tests in phonics (the sounds that letters make) for six-year-olds demonstrate pupils' rapidly improving reading skills.
- The proportions of pupils making above expected progress in Key Stage 2 have continued to increase rapidly in the last three years in reading, writing and mathematics and is now higher than national averages. Predicted rates of progress for this year are good overall in all year groups and in some year groups, such as Years 1, 2, and 3, progress is outstanding.
- Progress in writing has been on an upward trajectory in the last three years. This improving picture directly reflects the school's focus on frequent checking of how well pupils are doing through several writing projects
- There is an improving picture of progress for disabled pupils and those with special educational needs, many of whom have made good progress in reading, writing and mathematics this year. Some pupils, such as the few pupils who have a statement of special education needs, have made outstanding progress. This is because the school has identified these pupils' needs accurately and has provided additional help and guidance in one-to-one and small-group teaching of writing and mathematics for them.
- The school promotes equality of opportunity effectively. The few pupils who benefit from the pupil premium funding reach similar levels of attainment to other pupils in the school in both English and mathematics and their progress is good. This is because funding in the last two years has been used effectively on additional one-to-one and small-group guidance and to ensure that they engage in all school activities such as school visits and trips.

### The quality of teaching is good

- The teaching is good because teachers create a calm, welcoming and extremely positive learning environment which fosters good relationships and promotes high expectations of pupils' behaviour. Teachers have very good relationships with pupils and know their classes well.
- Teachers and other adults make sure that pupils are clear about what they are expected to learn. They frequently use skilful questioning to challenge learning. In a mental mathematics

lesson for a mixed-aged class of pupils, the teacher gave pupils ample time to reflect and think deeply individually about their strategies for solving problems then, through skilful questioning, explored their ideas so all pupils had a chance to make at least good progress. Some pupils made outstanding progress.

- Adults who support pupils in need of extra help, including pupils who have special educational needs, or pupils for whom the school receives pupil premium funding, are making a positive contribution to improving standards because they are briefed well on how to get the best out of pupils in their charge.
- Pupils' writing is improving rapidly because teachers respond promptly to pupils' writing needs and reshape their lesson activities to promote good learning. For example, every fortnight pupils' writing books are marked and the information is used to plan and re-plan future writing activities.
- The teaching of mathematics has improved in Key Stage 1 and pupils are now making good progress. This is because pupils are provided with a good range of opportunities to apply their skills in different contexts. For example, in an art lesson in Year 1, the teacher drew on links between patterns, shapes, colour and sequence to lead an effective discussion on the Diwali Indian festival giving pupils several opportunities to use and apply mathematical language in practical and investigative ways.
- Reading is increasingly well taught. Pupils across the school are encouraged to read widely, and their reading skills have improved strongly. The teaching of phonics (letters and the sounds they make) is increasingly effective, especially in Reception and Key Stage 1.
- Marking is improving and most pupils are provided with guidance on how to improve their work on a regular basis in English and mathematics. However, sometimes comments in some pupils' books are not sufficiently helpful to enable pupils to know their next steps and how to achieve them.

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

- The school's religious values underpin the strong spiritual and moral atmosphere of the school. Many opportunities for spiritual, moral, social and cultural development are provided. Weekly assemblies are used effectively by the school to foster good relations and tackle any form of discrimination.
- Behaviour of pupils in lessons and around the school is good. Their positive engagement in lessons is contributing to rapid progress in all subjects.
- Staff manage pupils' behaviour well. As a result, pupils listen to each other, are polite, well mannered and courteous. In most lessons, guided by adults during discussions, pupils challenge one another's point of view and deepen their learning.
- A small but significant minority of parents who responded to Ofsted's on-line Parent View expressed concerns about the management of poor behaviour. However, inspectors' observations and discussions with pupils in lessons and around the school confirm that pupils have excellent social skills, are confident speakers and work constructively in groups taking responsibility for their good behaviour.

- Pupils feel safe in the school. They have become increasingly aware of different types of bullying and have used the 'Stop Box' introduced two years ago to let adults know when they feel unsafe. The school has continued planned actions to ensure that pupils understand more about how they can keep safe on-line.
- Pupils' attitudes to learning are consistently good in most lessons and play a significant part in pupils' good achievement. Pupils are keen to answer questions and share their knowledge and understanding with others. However, in some lessons pupils are passive because teachers do not give them ample opportunities to play an active role and participate more fully in their own learning.

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

- The ambitious leadership of the headteacher, the deputy and the governing body is shown in their constant and effective drive to secure improvements in teaching and pupils' achievement. This can be seen in the way the school has significantly reduced the amount of weaker teaching so that almost all teaching is now good or better, demonstrating clear capacity to continue to improve.
- Central to the picture of improvement is the school's clear view of its own strengths and weaknesses and its investment in the assessment of pupils' achievement. Assessment is used effectively to guide good planning of lessons and, as a result, rates of progress have increased rapidly in reading, writing and mathematics.
- Leaders of subjects make a strong contribution to the drive to raise standards through their involvement in termly meetings to discuss pupils' progress and, where appropriate, in arranging one-to-one support and small-group interventions for pupils who are at risk of falling behind and pupils with special educational needs. Leaders of subjects are also helping to improve the quality of teaching in classrooms by checking and advising on good practice.
- Pupils value their involvement in planning topic work, and the curriculum is successfully broadened by a wide variety of enrichment activities. Pupils enjoy the opportunities provided through the curriculum to use their numeracy and literacy skills in subjects other than English or mathematics.
- The school works well within its community and shares facilities with the community centre. The school also works in a 'loose' partnership with neighbouring schools to ensure the accuracy of its assessment of pupils, share high-quality staff training and provide opportunities to extend sporting activities beyond the school. As a result, pupils enjoy being in school and attendance is broadly average.
- Safeguarding meets current statutory requirements.
- School leaders, parents and governors work together effectively in 'Focus on Feering' weeks to plan for improvements. However, a significant minority of parents who responded to the on-line questionnaire 'Parent View' do not agree that the school engages with them well and lets them know how their children are doing.
- The local authority played a very important role in the school's drive to become a good school. The school welcomed and worked in a very positive way with the advisory service from the local authority welcoming the high-quality expertise and support they have received. The school particularly valued the review that followed their previous inspection which helped sharpen their

focus on what needed to be done.

■ **The governance of the school:**

- The governing body receives regular comprehensive evaluations of the school's performance and knows how the school's performance data compare with achievement nationally. Members of the governing body undertake relevant training so as to keep the school continuously under review. However they need further training so that they can adequately consider strategies that will link teachers' performance, pay and progression to the progress pupils are making.
- Governors know what the school is doing well and where it could do better because they are fully involved in checking the school's effectiveness. Governors keep a close eye on how well the additional pupil premium funding is being used and know where it is making a difference. They pay close attention to the school's evaluation of teaching and have helped the school to drastically reduce poor teaching. The governing body fulfils all of its statutory duties, including those relating to safeguarding, and recognises that it needs to support the school's effort to develop strong links with parents. The governing body holds the school to account for managing its finances so that the budget is balanced.

## 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>	115106
<b>Local authority</b>	Essex
<b>Inspection number</b>	405564

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jean Yems
<b>Headteacher</b>	Jane Pomeroy
<b>Date of previous school inspection</b>	23 June 2011
<b>Telephone number</b>	01376 570296
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