

# Inspection of a good school: Fordbridge Community Primary School

Crabtree Drive, Chelmsley Wood, Birmingham, West Midlands B37 5BU

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Inspection dates: 15–16 January 2020

## Outcome

Fordbridge Community Primary School continues to be a good school.

## What is it like to attend this school?

This school has an ambitious outlook on learning. Its leaders set high standards for everyone. In return, staff and pupils respond well, enjoy school life and do their best. Everyone works together very well to make the school a happy and successful place in which to work and learn.

Pupils' attainment is usually above average in English and mathematics, and they achieve well across a broad range of subjects. In addition to lessons, there are lots of interesting clubs and activities, ranging from rowing to woodwork. Pupils can gain awards for achievements and commitment to these extra-curricular activities, which are presented at a 'mini-university'.

Behaviour is managed very well so that all feel safe and classes run smoothly. Pupils who find it hard to settle in school are given lots of help in many ways. Staff work closely with different organisations who provide extra support, and they keep parents involved and informed. Bullying is not accepted. The school's golden values of respect, resilience, reliability and responsibility underpin school life.

Staff are proud to be part of this school. They stay up to date with training and say that leaders are always on hand to offer support and advice.

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

From Nursery through to Year 6, staff promote a love and enjoyment of books and reading. Teachers are well trained and have taken part in research projects about ways to inspire pupils. There is a book club where pupils meet to discuss books, and older pupils have run a reading café. Everybody enjoyed this reading event, and it is a typical example of how the school aims to make learning fun.

The school has a well-organised phonics programme, with children taught in ability groups each day. Adults regularly read to pupils and introduce them to new authors and

stories. Pupils are encouraged to read outside of school and take good-quality books home to share with parents or read on their own. In class, pupils use special 'reading toolkits' which help them to understand what they read.

Overall, reading is taught very well. However, some pupils with special educational needs and/or disabilities (SEND) do not always benefit from the same level of staff expertise as others.

Other subjects are taught well too because there is strong curriculum leadership and planning in the school. In English, mathematics and science, for example, leaders provide guidance, training and support for staff. This ensures that pupils learn the right things at the right time and understand why their education is important. This is evident in their positive attitudes to learning, resilience and achievement, both in class and in many extra-curricular activities.

In science, for instance, pupils build up their scientific vocabulary and understanding in a logical order. They can also go along to science clubs and carry out experiments and investigations that help them to think and act like scientists. This very effective approach to science is still quite new in the school, but, so far, it is working well.

In the early years, children have great provision. They are taught and cared for by well-trained staff. Two- and three-year-olds attend morning or afternoon sessions and staff place a high priority on developing their early language, communication and social skills. Good links between home and school help parents to understand expectations and how they can help their children at home. Leaders are always on hand to offer support and advice.

The school has made links with local companies to help pupils learn about the world beyond school. Pupils have worked with accountants, caterers and engineers, who have taught them new things and opened their eyes to future careers. Furthermore, pupils have been able to gain special awards that are presented at a local university.

Pupils' behaviour is managed well, which allows everyone to learn. There are lots of rewards that recognise pupils for 'doing the right thing'. If a pupil finds it hard to cope in school, then staff work with parents and other organisations to find ways to help. Exclusion from school is used when necessary, but it is not common.

Records relating to school attendance are kept up to date, but occasionally clerical errors have caused confusion. School leaders are alert to this and, at the time of the inspection, were putting this right.

Pupils learn about life in modern Britain and the wider world. They go on lots of trips. Visiting speakers and specialists come into school to support pupils' work in music, sport, art and much more.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school team works with many different organisations to keep pupils safe. Regular training and updates mean staff know how to spot signs that a pupil may be at risk of harm. Any concerns are recorded and followed up properly. The single central record of checks on staff is kept correctly and the school site is secure.

Pupils are taught how to keep themselves safe when online or when out and about. They also know that they should report any instances of bullying so that adults can stop it.

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

### **(Information for the school and appropriate authority)**

- In some parts of the school, pupils with SEND do not benefit from the same level of resource and expertise as elsewhere. This stops them from making the best possible progress. School leaders should review the way staff manage the teaching of pupils with SEND.
- The school has recently changed the way science is planned and taught, to ensure smoother progression and more practical activities. It is early days and, going forwards, leaders should continue to monitor it closely to check that the effective start is maintained.
- On occasions, paperwork relating to attendance is not crystal-clear, which has led to misunderstandings about arrangements and expectations. To stop this happening, leaders should make sure that communication with parents about attendance includes all the right information.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Fordbridge Community Primary School to be good on 21–22 June 2016.

## **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 Ofsted Parent View information

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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

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| <b>Unique reference number</b>             | 104121   |
| <b>Local authority</b>                     | Solihull   |
| <b>Inspection number</b>                   | 10122596   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 553  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Selina Timmins   |
| <b>Headteacher</b>                         | Rob Fletcher   |
| <b>Website</b>                             | <a href="http://www.fordbridge.solihull.sch.uk">www.fordbridge.solihull.sch.uk</a> |
| <b>Date of previous inspection</b>         | 21–22 June 2016  |

## Information about this school

- The school has a Nursery, which takes children from two years old.
- The school provides before- and after-school childcare.

## Information about this inspection

- During the inspection, I did deep dives in these subjects: reading, mathematics and science. I visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects are planned and taught. I also looked at other subjects in less detail and spoke with pupils, staff and parents about school life.
- I examined external performance data about the school and looked at school documents and its website.
- I talked to pupils, staff, leaders, governors, parents and the local authority about safeguarding arrangements at the school. I examined the record of employment checks on school staff and looked at attendance information and school records. I checked the school site.

- I watched pupils' behaviour in class and at other times during the day. I spoke to staff, pupils, governors and parents about behaviour.
- During the inspection, I had formal meetings with the headteacher, other leaders, a local authority education adviser, four governors, teachers, lunchtime supervisors and pupils. I also talked informally with pupils and staff.
- By the end of the inspection, there were 41 recent responses to Ofsted's online questionnaire, Parent View, and 32 free-text responses. I considered these and looked at the responses to Ofsted's online questionnaires for staff. There were no responses to Ofsted's online questionnaire for pupils.

### **Inspection team**

Diane Pye, lead inspector

Ofsted Inspector

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