

Inspection of a good school: Ferrars Junior School

Lewsey Road, Luton, Bedfordshire LU4 0ES

Inspection dates:

8 and 9 November 2022

Outcome

Ferrars Junior School continues to be a good school.

What is it like to attend this school?

The quality of education at Ferrars Junior School helps pupils to achieve well. Pupils are happy and supported effectively to access the whole curriculum. They know that staff care for them and want them to do well. Pupils are kind and helpful to each other. They are confident, polite and responsible.

Pupils behave very well in lessons and around the school. They appreciate the school's 'good to be green' approach, which gives them a fresh start each day. They listen to their teachers carefully and work well with each other. They demonstrate the values of the school and its new motto of, 'work hard, be kind and believe in yourself'.

Pupils feel safe and secure at school. They understand what bullying is and say that it only happens rarely. They know whom to report any concerns to. They are confident that any problems will be dealt with by staff.

Pupils enjoy the additional opportunities they have, such as after-school clubs, local visits and outdoor learning days. They take on leadership roles, such as those of science ambassadors, prefects, house captains or members of the eco-team.

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

Leaders understand the needs of their pupils well. They have clear, ambitious expectations that all pupils, including those with special educational needs and/or disabilities (SEND) can achieve well.

Leaders have designed a broad curriculum that helps pupils develop key knowledge and skills step by step. Following the easing of COVID-19 pandemic restrictions, leaders prioritised the development of core subjects. The implementation of this careful curriculum planning in other subjects is at a relatively early stage.

The curriculum for English is carefully considered and well established. Pupils learn to read a wide range of texts through carefully planned activities. Teachers encourage pupils to read books at the edge of their 'comfort zone'. Pupils who are behind with their reading are taught the strategies they need in order to decode unfamiliar words. As a result, they become confident and learn to read fluently. Leaders' focus on enjoyment of reading has improved the quality of pupils' writing. Pupils talk confidently with each other about their work. They write thoughtfully and use a rich and varied vocabulary.

Teachers have strong subject knowledge. They teach concepts and ideas clearly. They follow leaders' curriculum plans effectively and plan lessons carefully together that meet pupils' needs. Pupils receive a consistently high standard of teaching. In English and mathematics, teachers regularly check what pupils know and can do. They give structured feedback that helps pupils to improve. However, in some other subjects, leaders' plans for assessment are in the early stages of implementation. Leaders work hard with families to manage any challenges to pupils' learning. Similarly, pupils with SEND achieve well because teachers adjust their teaching to help them access the same curriculum as others successfully.

Behaviour around the school is positive and calm. Leaders have put strong systems in place to promote good behaviour. They have high expectations and consistently reinforce these with pupils. Pupils are focused, engaged and enthusiastic in lessons. They work well together in lessons and express their views and opinions respectfully. Pupils are kind and helpful to each other. The culture of 'good to be green' allows pupils to have a fresh start when they have previously made poor choices.

Leaders support pupils' wider development effectively. Planned activities extend the curriculum and allow pupils to develop cultural knowledge and experiences. These include visits to local places of interest and experiences such as outdoor learning days. Pupils can apply to be leaders, such as science ambassadors, prefects and house captains. They also provide peer support for well-being and mental health.

Governors know what is working and what needs to be improved. Leaders engage very positively with staff. They make sure that staff workload is manageable when designing and implementing systems and processes. Staff are highly positive about working in the school and say that they are well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a positive culture of safeguarding in the school. Leaders of safeguarding train staff effectively to identify pupils who may be at risk of harm. Safeguarding records are detailed. Leaders take prompt and effective action when concerns are raised.

Pupils understand risks, such as online abuse, and learn how to avoid these. Pupils know whom to report their worries to. They are confident that staff will help them.

Leaders know the needs of their pupils in detail, including the most vulnerable. They work with parents and carers and external agencies to help pupils and their families get the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have clearly set out the knowledge and skills they want pupils to gain across the whole curriculum. However, following the easing of COVID-19 pandemic restrictions, leaders prioritised the development of core subjects. This means that the implementation of this careful planning is at a relatively early stage in some other subjects. Leaders must ensure that the curriculum and its assessment are implemented effectively across all subjects. They must ensure that these changes are communicated effectively to parents and carers.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2013.

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 information from Ofsted Parent View 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.

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

Unique reference number	109540
Local authority	Luton
Inspection number	10255185
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair of governing body	Tim Claridge
Headteacher	Kevin Rae
Website	www.ferrars.org.uk
Date of previous inspection	8 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.
- The school runs a breakfast club.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held meetings with the headteacher, senior leaders, staff and pupils about the school's provision. He also spoke with a representative from the local authority.
- The inspector carried out deep dives in English (including reading), science and history to evaluate the quality of education. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons and spoke to teachers. He also spoke with pupils and looked at their work. The inspector also listened to a sample of pupils reading.

- The inspector reviewed safeguarding records and spoke with governors, leaders, pupils and a representative of the alternative provider about safeguarding arrangements. He also met with the business manager to scrutinise the single central record of recruitment and vetting checks.
- The inspector met with the senior leader in charge of SEND provision. He also scrutinised documentation and observed support for pupils with SEND.
- The inspector observed pupils' behaviour in lessons and at other times.
- The inspector considered the 17 responses to Ofsted's online survey, Ofsted Parent View, and the 13 free-text comments. He also considered the 89 responses to Ofsted's pupil survey and the 28 responses to Ofsted's staff survey.

Inspection team

John Constable, lead inspector

Ofsted Inspector

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