

Inspection of a good school: Featherstone Primary and Nursery School

Western Road, Southall, Middlesex UB2 5JT

Inspection dates:

9 and 10 November 2022

Outcome

Featherstone Primary and Nursery School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Leaders have created an environment where every single pupil is nurtured. Pupils are happy and kept safe. They thrive because leaders support each pupil as an individual and make sure that they learn the curriculum successfully. Every member of staff is committed to promoting pupils' well-being.

Behaviour is exemplary. Staff make their high expectations clear, and most pupils meet and exceed these. Pupils are proud of their school. They are kind to each other. Pupils make sure no one is left out. The 'Featherstone Friends' lead on this important part of the school's culture. Bullying is rare. Pupils said they would tell an adult if it did happen. Any incidents are resolved swiftly.

Leaders provide pupils with interesting and meaningful opportunities to learn about the world. For example, pupils celebrate the range of cultures in the school community through a 'Heritage and Culture' day. Pupils also take part in sports competitions for young people with special educational needs and/or disabilities (SEND). Leaders and staff promote resilience and show pupils what can be achieved with the right attitude. For instance, the school's rugby club recently visited a sporting arena to watch international wheelchair rugby.

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

Leaders have put in place an ambitious curriculum for all pupils, including those with SEND. It is well planned and sequenced, with the knowledge and vocabulary pupils should learn and remember precisely identified. This knowledge is introduced steadily and logically across all curriculum subjects. Teachers support pupils' learning very well by helping them draw on what they have learned previously. For example, in mathematics, children in the Reception Year use their knowledge of patterns to group objects. In

languages, pupils apply their knowledge of grammar to help them construct accurate sentences.

Reading is prioritised. Leaders introduced a new phonics programme in November 2021. They have made sure that every member of staff has been well trained. Leaders provide ongoing, well-planned support and training in phonics to staff. This ensures that the school's approach to early reading remains highly effective. As a result, pupils at the early stages of learning to read do so with increasing fluency, accuracy and confidence.

The needs of pupils with SEND are fully understood. These pupils are well supported to access the planned curriculum. This is because teachers adapt activities so that all pupils access the learning as intended.

Leaders invest in staff training so that all teachers have secure knowledge of the subjects they teach. This ensures that they carefully check what pupils have understood and address any misconceptions or errors swiftly.

Pupils' behaviour in the classroom, around the school and outside on the playground is excellent. Pupils listen carefully to adults. They are highly engaged with their learning. Pupils cooperate well with their peers and show respect for other pupils' ideas. Classrooms are free from low-level disruption, ensuring pupils learn without interruption.

Leaders provide pupils with lots of opportunities to take on additional responsibilities and get involved in making their school a better place. For example, pupil representatives from all year groups form an active school council. They recently carried out a health and safety audit of the school grounds and buildings. Pupils can also apply to take on the role of 'dining hall leader'. This position of responsibility involves supporting the midday supervisors with lining younger pupils up and serving drinks of water. Leaders provide a range of activities before, during and after school. Pupils' learning is enhanced through educational visits, such as a recent visit to see art landmarks as part of the school's Heritage and Culture Day. Leaders also prioritise visits that promote pupils' awareness of equality. For instance, pupils went to a national stadium to see wheelchair rugby matches.

Pupils learn about different cultures and religions. For example, pupils visit a gurdwara when they learn about Sikhism. Pupils also learn about Diwali and how different religions use the festival to mark important historical events.

Staff feel well supported by leaders. They appreciate the practical arrangements that are in place to support them to carry out their roles. Leaders and those responsible for governance are equally as committed to ensuring staff's workload is managed and well-being is protected.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff are trained to recognise the signs that a pupil might be at risk of harm. As a result, staff are vigilant and understand their responsibilities to refer

any concerns to the designated safeguarding leads. Leaders liaise effectively with external agencies to ensure that pupils get the help they need.

Pupils learn about the risks they face both inside and outside of school. They receive practical safety advice. For example, pupils are taught that wearing headphones while walking can make them more vulnerable.

Governors check that safer recruitment practices are carried out robustly and in line with statutory guidance.

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 October 2012.

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	101910
Local authority	Ealing
Inspection number	10240505
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	658
Appropriate authority	The governing body
Chair of governing body	Savita Sohal
Headteacher	Des Lee
Website	www.featherstoneprimary.co.uk
Date of previous inspection	22 June 2017, under section 8 of the Education Act 2005

Information about this school

- This school is much larger than the average-sized primary school.
- Leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other members of the senior leadership team. They also met with the chair of the governing body, five other governors and the local authority school improvement partner.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history and Spanish. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work. The curriculum in other subjects was also considered.

- To evaluate safeguarding, inspectors checked the single central record of pre-employment checks and met with the designated safeguarding leads. They reviewed documentation related to safeguarding, including records of concerns.
- The inspectors held meetings with groups of pupils to discuss their views.
- Inspectors considered the views of parents and carers through Ofsted's survey, Ofsted Parent View.

Inspection team

Alison Colenso, lead inspector

His Majesty's Inspector

Nicholas Cornell

Ofsted Inspector

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