

# Inspection of Featherstone Primary School

Glenville Drive, Birmingham, West Midlands B23 6PR

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Inspection dates: 13 and 14 December 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Featherstone Primary School is a warm and friendly school. Pupils are exceptionally polite and well mannered. Relationships between staff and pupils are very strong. An inclusive ethos permeates through the school.

The school's motto, 'aspire, believe, succeed', captures leaders' high aspirations for all pupils. This is realised through pupils' high levels of resilience and determination in their work. Pupils are incredibly proud of their school.

Pupils feel safe in school. They know that they can talk to staff about any worries they have. Leaders take occasional bullying or unkind behaviour very seriously. When it does happen, they deal with it swiftly and effectively. Pupils' behaviour is exceptional due to staff sharing consistently high expectations.

Leaders make sure that all pupils have access to a wide range of high-quality extracurricular activities. Pupils enjoy taking part in sporting activities, outdoor pursuits and music tuition. The 'Featherstone Championship Award' is part of an enrichment programme in which pupils learn about, for example, photography, gardening and charity work. Pupils take great pleasure in accessing the school's 'Job Shop', where they search for meaningful roles in order to play a full part in school life. These roles include anti-bullying ambassadors, pupil mental health advocates and values ambassadors.

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

Leaders have a clear vision for the school that is shared by staff and understood by pupils. Leaders have high expectations, which are realised in pupils' work and excellent behaviour. Governors know the school well. They challenge leaders effectively by asking probing questions to assure themselves that the school is being well led and managed.

Leaders have designed an ambitious and well-structured curriculum for all pupils. They have identified important knowledge, skills and vocabulary that pupils need to know by the end of Year 6. However, leaders have not secured consistently high outcomes in some subjects. This is because, in these subjects, teachers do not focus enough on the small steps in learning to ensure pupils' good understanding. This means that pupils are not as well prepared in some subjects by the end of Year 6 as they could be.

Pupils reach high standards in reading, writing and mathematics. They also make strong progress in reading and mathematics by the end of Year 6. However, these positive outcomes are variable in other subjects and not always as strong. Sometimes, the work pupils are asked to complete does not build on what they have learned previously.

Teachers have good subject knowledge to teach most subjects, including English and mathematics. They use resources well to support pupils' learning, especially for pupils with special educational needs and/or disabilities. Teachers explain new learning clearly and check that pupils understand. They identify misconceptions and gaps in learning and address these promptly. However, in a few subjects, teachers' subject knowledge is less secure. Where this is the case, pupils do not learn knowledge in the order set out in the intended curriculum. Consequently, they do not learn as well as they could. Leaders are already taking steps to address this.

Leaders prioritise the teaching of reading. Phonics is taught well. Children in early years quickly learn their letters and sounds. They take the same books home that they read in school so that they can practise and embed their new learning with their parents and carers. Pupils who struggle with reading get the help they need in a timely manner. Pupils have a good range of books to choose from, which helps to develop their love of reading.

Leaders invest a great deal of time identifying the learning needs of children when they start in early years. As a result, support is in place at the earliest possible opportunity. Staff in early years have good subject knowledge. They use this to identify and address children's misconceptions. Staff use assessment to identify gaps in knowledge. Children gain a developing understanding of important concepts, such as what plants need in order to grow, in science.

Teachers check that pupils understand and remember what they have learned in lessons. Regular assessments identify any pupil who may be falling behind and the additional support they need. Leaders make well-considered decisions about the type and frequency of extra help pupils receive. It is put into place swiftly and is checked to make sure that it helps pupils to either keep up or catch up with their peers.

Pupils are very accepting of each other and celebrate their differences. They learn about different faiths and cultures as part of their diverse school community. They know that people have views that are different from their own and they respect these views.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular training so that they know how to spot signs that a pupil may not be safe. Staff are aware of risks that exist locally. All staff are highly vigilant in spotting potential issues early. Concerns are raised and acted on swiftly. Leaders make appropriate and timely referrals to other agencies to make sure that pupils and families get the help they need.

Pupils learn how to stay safe when online and offline through the curriculum. They have also learned how to stay safe in the community by taking part in a knife-crime prevention project.

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

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

- In a small number of subjects, not all staff have the subject-specific knowledge they need in order to teach the curriculum consistently well. As a result, some subjects are not taught as well as they could be. Leaders should ensure that staff develop the expertise they need in order to teach all subjects equally well.

## 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

<b>Unique reference number</b>	103318
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10241304
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	417
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	I Kasapi Philips
<b>Headteacher</b>	E Gaibee
<b>Website</b>	<a href="http://www.featherstoneprimaryschool.co.uk">www.featherstoneprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	19 and 20 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspectors reviewed documents on the school's website, as well as published information about the school's performance.
- The inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, subject leaders, governors (including the chair of the governing body) and a representative from a school improvement service commissioned by the local authority.

- The inspectors carried out deep dives in early reading, mathematics, English, history and physical education. For each deep dive, inspectors met with subject leaders, spoke to teachers, visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils read.
- The lead inspector met with the headteacher, who is the designated safeguarding lead. Pupils' case files were reviewed. The single central record of the checks on staff's suitability to work with children was scrutinised.
- The inspectors met with staff to discuss their workload and the support they receive to carry out their roles.
- The inspectors spoke to pupils about how safe they feel in school and how they learn to keep themselves safe.
- The lead inspector considered the responses to Ofsted Parent View, the staff questionnaire and the pupil survey.

### **Inspection team**

Emma Titchener, lead inspector	His Majesty's Inspector
Linda Brown	Ofsted Inspector
Dawn White	Ofsted Inspector

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