

Inspection of Felmore Primary School

Davenants, Pitsea, Basildon, Essex SS13 1QX

Inspection dates: 24 and 25 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Felmore Primary School is a welcoming and inclusive school. Pupils flourish in this nurturing environment. Pupils show the school's core values of respect, positivity and resilience in all that they do.

Pupils are proud of their school. One pupil told inspectors, 'I feel glad that I come to this school.' Pupils say that they feel safe. Pupils enjoy their learning and the opportunities that the school provides for them. They feel happy and confident.

Staff prioritise pupils' personal and academic development. They have high expectations of pupils. Pupils know what is expected of them. They work hard and care for each other. Pupils behave well and demonstrate positive attitudes. They are keen to succeed. They are polite and respectful. Pupils know that staff quickly sort out any problems and that bullying is not tolerated. Pupils have a very clear understanding of difference and equality.

Most parents and carers are positive about the school. They feel welcomed by staff. Parents appreciate the support that their children receive. One parent, with a comment that was typical of many, said, 'The school has gone above and beyond for my child, and I can't thank them enough.'

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

Leaders have developed a clear and ambitious curriculum. The curriculum has been organised to ensure that pupils build their knowledge gradually. Leaders ensure that pupils' vocabulary develops progressively in subjects. Pupils remember the curriculum content that they have learned. For example, in religious education (RE), pupils can name and describe the special places of worship in Sikhism and Islam. Other pupils know that cows are sacred to Hindus and that Christians celebrate the resurrection of Jesus at Easter.

Staff provide regular opportunities for pupils to recap their knowledge. In lessons, teachers skilfully use strategies to check that pupils are learning and understanding what is taught. However, in subjects other than English and mathematics, leaders do not make enough use of assessment information to check what is being learned. The quality of pupils' written work is variable. Pupils do not always take enough pride in their writing across the wider curriculum.

Many pupils are passionate about books and reading. Leaders ensure that reading is given a high priority and they focus on ensuring that all pupils will become fluent and enthusiastic readers. There is a consistent approach to the teaching of phonics. Staff make sure that books are closely matched to the letters and sounds pupils are learning. Pupils use their phonics knowledge to sound out unfamiliar words. Staff regularly check how well pupils learn new sounds. If pupils fall behind, staff provide pupils with extra phonics sessions.

Leaders have planned the mathematics curriculum carefully. It is set out so that pupils build their understanding and knowledge securely. Pupils understand, and use, mathematical vocabulary precisely. For example, they can explain that the product is the result of numbers being multiplied. They can give examples of how to add and subtract simple fractions. Pupils say that knowing their multiplication tables helps them with other work in mathematics.

Leaders ensure that there is a sharp focus on developing children's communication and language in the early years. Children are confident in using vocabulary, such as when they used 'square' and 'circle' when using shapes to build rockets. Staff ask questions which deepen children's understanding. Relationships are very positive between children and adults in early years. Children have positive attitudes. They are respectful to staff and each other. Staff make sure that the learning environment is very engaging.

Staff provide effective support for pupils with special educational needs and/or disabilities. Leaders have high expectations for pupils who attend the 'Rainbow' room. Staff are passionate about their work and extremely knowledgeable. Leaders communicate well with parents. They work closely with external agencies when this is needed.

Leaders support pupils to become confident and resilient. They help pupils to develop strength of character. Staff provide a wealth of carefully considered opportunities for pupils to be responsible. Pupils enjoy making a positive contribution to the life of the school, for example as school councillors, reading buddies, play leaders or school librarians. Pupils like it when they are chosen to receive awards, including for high attendance. They know that their views are valued. They know how to eat healthily and keep fit.

Leaders consider the well-being and workload of the staff. Staff are overwhelmingly positive about the professional support from the Berlesduna Academy Trust. Governors and representatives of the trust know the school well. They understand the school's strengths and what could be better. Governors and trustees fulfil their statutory responsibilities effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular safeguarding training and updates. Staff know the signs that suggest a pupil may be at risk of harm. Staff promptly report any safeguarding concerns that they have. Leaders act quickly in response. They make timely referrals to wider safeguarding partners and purposefully follow these up. This ensures that pupils and their families receive the help they need.

Pupils learn how to keep themselves mentally, physically and emotionally healthy. Pupils are confident to report any concerns that they have. They know that adults will act quickly to keep them safe.

Governors and trustees check that safeguarding systems are working well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In foundation subjects, leaders do not make enough use of assessment information. This means that leaders are not checking that pupils are retaining enough information over time or that the quality of pupils' work is consistently high. Governors should ensure that leaders are more strategic in their use of assessment.

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	146142
Local authority	Essex
Inspection number	10254977
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	Board of trustees
Chair of trust	Eileen Patching
Headteacher	Lorna Pigram
Website	www.felmore-pri.essex.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- There is an early morning childcare club run by school staff, and an after-school childcare club run by an external organisation.
- The school provides outreach support for pupils with social, emotional and mental health needs within the Berlesduna Academy Trust.

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 received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and members of the school's leadership team.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history, RE and physical education. For each deep dive, inspectors met with the subject leader, looked at curriculum plans, visited a sample of

lessons, spoke to teachers, spoke with pupils about their learning and looked at pupils' work.

- Inspectors met with the special educational needs coordinator and with learning support staff.
- Inspectors met with two members of the governing body, including the chair.
- Inspectors met with the chief executive officer and the director of education for the trust.
- Inspectors looked at the single central record of pre-employment checks. Inspectors spoke to leaders, school staff, governors and pupils to review the school's records and arrangements for safeguarding.
- Inspectors spoke to parents at the start of the school day. Inspectors considered the 33 responses made by parents to Ofsted Parent View, Ofsted's online questionnaire for parents, including 24 free-text responses. Inspectors also considered the 20 responses to Ofsted's online questionnaire for staff and the 12 responses to Ofsted's online questionnaire for pupils.

Inspection team

Nick Rudman, lead inspector	Ofsted Inspector
John Crane	Ofsted Inspector
Susan Sutton	Ofsted Inspector

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