

Inspection of a good school: Feckenham CofE Primary School

School Lane, Feckenham, Redditch, Worcestershire B96 6QD

Inspection date:

8 February 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Feckenham CofE Primary School is a welcoming and nurturing school. Pupils are safe, happy and well cared for. They are kind and tolerant. Pupils embrace people of different faiths, cultures and beliefs and say that 'everyone is welcome here'.

Pupils' behaviour is good and they have positive attitudes toward learning. As a result, disruption to learning is rare. Pupils said they sometimes fall out with their friends. If bullying happens, it is quickly dealt with by staff.

Leaders are ambitious and want pupils to achieve well. They have thought carefully about how pupils learn and are beginning to put strategies in place to support pupils to recall their learning. However, leaders have not identified precisely what it is that pupils need to remember in some subjects. This means that some pupils do not achieve as well as they should.

Pupils benefit from a range of opportunities to learn beyond the curriculum. They are enthusiastic about the range of clubs on offer, such as for multi-skills, French and art. They talked about how the school's recent careers fair helped them to think about the world of work.

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

Leaders want pupils to be responsible citizens, who are well prepared for life in modern Britain. They have thought about how pupils learn about the local area and important local historical figures. They have also ensured that pupils learn about diversity and the wider world.

The curriculum identifies what pupils will study over time. However, in some subjects, leaders have not clearly identified the specific knowledge that they want pupils to master. They have also not considered the order in which teachers should introduce this knowledge. This means that although pupils can talk about some of their learning, they do not remember the key knowledge that leaders expect.

Leaders have not developed effective strategies to assess whether pupils learn the curriculum. For example, leaders have introduced retrieval at the start of most lessons so that pupils can recap previous topics or knowledge covered. However, staff do not use the information that they can glean from this activity effectively enough to adapt future learning.

In the early years, leaders have thought carefully about how learning builds up so children develop knowledge and skills over time. Children learn to read as soon as they start school. Staff follow a clear progression of phonics that helps children to acquire skills well. Any child who needs additional help gets the support they need. This helps children to become confident, early readers.

Reading is prioritised across the school. Leaders have thought carefully about the different texts they want pupils to study and why. The books that teachers read to pupils enable them to learn about important language features. Leaders also use texts to explore challenging topics such as equality and human rights. Pupils talk positively about the books they read.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders quickly identify any additional needs that pupils may have. Leaders work closely with parents and carers to ensure that pupils get the most effective support. For example, support such as visual aids is quickly put in place. Staff provide the help that these pupils need.

Pupils behave well in school. They are guided by the school's Christian values. Leaders record issues relating to pupils' behaviour or poor attendance. However, the records kept are not clear enough to allow leaders to easily analyse patterns. This means that leaders do not have a secure understanding of current attendance and behaviour trends and therefore how to make improvements.

Leaders have thought carefully about the activities that help pupils to become active citizens. For example, older pupils volunteered to serve Christmas dinner to the local community at the village hall. All pupils have a role in improving the school. The class councils feed back their suggestions to leaders who respond appropriately. Pupils feel that they have a voice in the school. Leaders find opportunities to develop individual gifts and talents. For example, pupils learning to play musical instruments are given opportunities to perform at community events, such as the Christmas carol concert.

Staff value the support given to them by leaders and governors. They say that leaders are very mindful of their workload and well-being. Leaders make sure that staff are given the time to fulfil their responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff and governors are fully trained to identify pupils who may need help and support. Staff know children and their families very well. They are quick to spot signs that a pupil may be at risk of harm. They know and use the systems that leaders have put in place to safeguard pupils. Leaders take prompt action to make sure pupils and their families get the help they need.

Pupils are taught about how to keep themselves safe, including when online. They learn about healthy relationships and respecting each other.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the key knowledge that pupils need to know and when it should be taught. This means that in these subjects, pupils do not remember the important knowledge they need in order to achieve well. Leaders should ensure that the curriculum in all subjects clearly defines what leaders want pupils to learn and remember and when it should be taught.
- Leaders have not developed effective strategies to check that pupils learn the curriculum. Staff do not always ensure that activities build on what pupils already know. Leaders should ensure that they introduce strategies to check how well pupils learn the curriculum.
- Systems for recording pupils' behaviour and attendance do not allow leaders to analyse this information easily. This means that leaders find it difficult to spot any patterns of concern. Leaders should make sure that record-keeping systems present information clearly and effectively so they can confidently identify patterns and trends.

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 first ungraded inspection since we judged the predecessor school, Feckenham CofE First School, to be good in February 2017.

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	148115
Local authority	Worcestershire
Inspection number	10268851
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	Board of trustees
Chair of trust	Michael Thake
Headteacher	Jeannette Little
Website	www.feckenhamceprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Since the previous inspection, the school has changed from a first school to a primary school.
- There is a breakfast and after-school club for pupils who attend the school. It is run by an external company.
- Leaders do not currently make use of alternative provision.
- This is a Church of England school. The school's most recent section 48 inspection took place in March 2016.

Information about this inspection

- 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, the deputy headteacher and the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The lead inspector met with governors, trustees and the chief executive officer of Shires Multi-Academy Trust.
- The lead inspector spoke with the designated safeguarding lead to discuss the school's procedures for keeping pupils safe.
- Inspectors spoke with staff and pupils at different times during the inspection.
- Inspectors considered the responses to Ofsted Parent View.

Inspection team

Eve Morris, lead inspector

His Majesty's Inspector

Chris Ogden

Ofsted Inspector

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