

Inspection of a good school: Feniscowles Primary School

Livesey Branch Road, Feniscowles, Blackburn, Lancashire BB2 5EG

Inspection dates:

13 and 14 March 2023

Outcome

Feniscowles Primary School continues to be a good school.

What is it like to attend this school?

Leaders and staff are ambitious for all pupils to be successful at this school. Most pupils work hard to meet the high expectations that staff have of them. Pupils strive to live up to the school values of inclusion, compassion and endeavour. Many pupils told the inspector that they were proud of the work that they had completed, even if they found this hard at first. They recognise that the positive support from staff helps them to achieve well over time.

Pupils benefit from positive relationships with staff. Pupils are confident that staff will listen to their concerns. This helps pupils feel happy and safe at school. Staff have high expectations of pupils' behaviour. Pupils behave well with many pupils regularly displaying good manners. There are systems in place to identify bullying. If bullying should happen, leaders deal with it quickly.

Pupils, including those with special educational needs and/or disabilities (SEND), benefit from a range of opportunities that take place outside of the classroom. Members of the school council organise fundraising events for charities. Some pupils take part in public speaking events and are members of the debate club. These opportunities help to develop pupils' character, including their self-confidence and empathy.

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

Leaders have ensured that the curriculum is ambitious for all pupils, including those with SEND. In most subjects, leaders and teachers check on what pupils know and remember over time. They are aware of the key knowledge that pupils must be confident with before moving on to new concepts. When needed, teachers provide pupils with the opportunity to revisit previous learning. Leaders and staff prioritise the development of pupils' vocabulary across all year groups and all subjects. Over time, pupils build a deep body of knowledge in the majority of subjects.

Staff benefit from appropriate, ongoing training. This helps them to develop their subject knowledge so that they are well equipped to teach across most of the different subjects. That said, there are a few subjects where a small number of teachers lack the knowledge that they need to deliver the curriculum as intended. This means that some pupils do not achieve as well as they should in these subjects.

Across the majority of the curriculum, the key knowledge that pupils should acquire is carefully organised from the early years to Year 6. However, in a small number of subjects, leaders have not considered how some of the key knowledge that children learn in the early years is effectively built upon in the Year 1 curriculum. Pupils repeat some concepts that were taught in the Reception Year in Year 1. In these subjects, some pupils do not deepen their knowledge in Year 1 as well as they should.

Leaders ensure that staff teach the phonics programme consistently well. Leaders and teachers check on what pupils understand and have learned in their phonics sessions. Extra support is quickly put in place for pupils who need it. This helps them to catch up with their peers.

Leaders ensure that pupils read books which are closely matched to the sounds that they are learning. Staff ably support pupils to learn to read accurately and fluently. Many pupils are confident readers by the end of key stage 1. Pupils in key stage 2 regularly access a range of high-quality books that includes fiction and non-fiction texts. This enhances these pupils' knowledge of language.

Leaders have put effective systems in place to identify the additional needs of pupils with SEND. Leaders and staff work well with specialist SEND services, such as the educational psychology team. Where required, teachers adapt the curriculum and lesson activities for some pupils with SEND. This means that pupils with SEND access the curriculum alongside their peers.

Most pupils behave well around the school and are attentive in lessons. This allows pupils to focus on the learning activities that the teachers provide. Children in the early years cooperate well with their peers and are keen to follow the instructions of adults.

Pupils experience a range of opportunities that prepare them well for life in modern Britain. Leaders ensure that pupils understand healthy relationships. Pupils know that there are many different family structures. They are clear that everyone should be treated with respect regardless of their differences. Pupils benefit from opportunities to develop their talents and interests through clubs such as chess and crown green bowling.

Leaders and governors are considerate of staff's workload and well-being. Staff are positive about working at the school and value the support they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are vigilant to potential safeguarding issues. They benefit from regular training that helps them to identify pupils who may be at risk of harm. Leaders respond to safeguarding concerns in a timely manner and work effectively with external agencies when needed.

Pupils learn how to keep themselves safe online. They learn about the importance of not sharing personal information. Pupils know how to report online bullying. Leaders ensure that the curriculum provides opportunities for pupils to learn about road safety and other hazards outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In one or two subjects, leaders have not considered how some of the key knowledge that children learn in the early years is effectively built upon in the Year 1 curriculum. Consequently, pupils repeat some concepts in Year 1 that they have learned in the Reception Year. They do not deepen their body of subject knowledge as well as they should. In these subjects, leaders should ensure that the Year 1 curriculum effectively builds on what children have learned in the early years.
- In a small number of subjects, leaders have not assured themselves that the curriculum is being delivered as intended. Moreover, some teachers lack the subject knowledge they need to deliver these subject curriculums effectively. As a result, some pupils do not achieve as well as they should in these subjects. Leaders should ensure that these subject curriculums are delivered as intended and that teachers have the subject knowledge that they need to deliver the curriculum content effectively.

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 November 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	119163
Local authority	Blackburn with Darwen
Inspection number	10240186
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair of governing body	Derek Hardman
Headteacher	Rob Andrew
Website	www.feniscowlesprimary.com
Date of previous inspection	23 May 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders make use of a registered alternative provision.

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 this into account in his evaluation of the school.
- The inspector completed deep dives in the following subjects: early reading, mathematics and geography. As part of the deep dives, the inspector met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at children's and pupils' work. He also looked at the curriculum and pupils' work in some other subjects. He listened to pupils read to a familiar adult.
- The inspector spoke with the headteacher, other school leaders and members of staff.
- The inspector spoke with representatives of the governing body, including the chair of governors. He also spoke with a representative of the local authority.

- The inspector checked the arrangements for keeping pupils safe. He reviewed a range of documentation and spoke to leaders and staff. He also spoke to pupils about whether they felt safe in school.
- The inspector observed pupils' behaviour in lessons. He spoke with groups of pupils about their experiences at school. He also considered the views of pupils shared through Ofsted's pupil survey.
- The inspector spoke with staff about their workload and well-being. He also considered the views of staff shared through Ofsted's staff survey.
- The inspector considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

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