

Inspection of Forsbrook CofE Controlled Primary School

Cheadle Road, Blythe Bridge, Stoke-on-Trent, Staffordshire ST11 9PW

Inspection dates: 24 and 25 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2016. The school received an ungraded inspection under section 8 of the Act on 11 and 12 October 2022.

What is it like to attend this school?

This school goes above and beyond for all pupils. The school's vision and values underpin everything done in school. Pupils are extremely happy to attend this school. They particularly enjoy their lessons and learning with their friends. Many pupils attend the breakfast club. This helps pupils get off to a flying start each day. Pupils feel very safe in this school. Parents and carers agree that this school works hard to keep pupils safe.

Leaders have the highest expectations for pupils' achievement. Pupils know these expectations well and live up to them fully. Pupils are extremely polite, well mannered and exceptionally well behaved. Classrooms are remarkably calm and well-ordered places for learning. On the playground, pupils enjoy spending time playing with their friends.

There is a fantastic range of experiences beyond the classroom for pupils to take part in. These include a residential trip to London with time to visit a show in the West End. Pupils have opportunities to build and race a Goblin kit car. Many pupils opt to train as first aiders or mental health ambassadors. This helps them to support their peers if necessary. Pupils are very mindful of others with extra needs. They adapt what they are doing to include others.

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

The school curriculum is highly ambitious. It is well established and taught consistently well across school. Teachers receive high-quality training to teach the curriculum and have extremely strong subject knowledge. The curriculum is well sequenced to help pupils know and remember more over time. Pupils successfully achieve the aims of the curriculum. In the early years, children enjoy meaningful experiences across all areas of learning.

Staff are highly adept in meeting the needs of all pupils. Disadvantaged pupils achieve well because of high levels of support. Staff are quick to identify pupils with special educational needs and/or disabilities (SEND). These pupils are particularly well supported academically, socially and physically in school. This extra support provided enables pupils with SEND to successfully access the same curriculum as others and they achieve very well.

The teaching of early reading begins as soon as children join school. Children very quickly begin to learn the sounds which letters make. Reading stamina increases as pupils progress through school. Pupils are fluent and read with confidence. Pupils enjoy a range of books from authors such as Lewis Carroll to Marcus Rashford.

The school has a clear and effective behaviour policy. Pupils were able to contribute their views to this. Pupils understand and respond well to the high expectations set by staff. Poor behaviour is not an issue here. There is a strong culture of positivity and respect for all. Pupils' behaviour is of the highest order.

The school promotes an extensive range of personal development opportunities for pupils so no one misses out. There is a wide variety of extra-curricular clubs on offer. Reindeers visited the school last Christmas to give pupils a magical experience. The school goes above and beyond to ensure pupils participate in a range of events. These include the November Firework Spectacular and the service of Remembrance.

The school provides many opportunities and experiences to enhance pupils' moral understanding. These include participating in community and charity events. For example, pupils collect and donate food for the local homeless centre and food bank. Pupils have wonderful opportunities to broaden their experiences beyond the academic curriculum.

Pupils are exceptionally well prepared for life in modern Britain. The school ensures that pupils have a secure understanding of fundamental British values. Pupils vote to elect school councillors and committee members via a secret ballot. All pupils develop a strong understanding of respect and tolerance. This begins in the early years curriculum where children are taught about different cultures. For example, children learn about the Hindu festival of Holi. Older pupils also learn about views, opinions and beliefs that may be different from their own. They do this in ways that are meaningful. This includes pen-friendships with pupils in an international school in Qatar. This helps them learn about life in other countries and cultures.

Leaders are keenly mindful of staff workload. They seek every opportunity to support their colleagues in this area. Governors provide very clear strategic direction. They support and challenge leaders to help achieve the very best for all. They ensure they fully meet their statutory duties.

The school engages extremely well with the local community. Parents are overwhelmingly positive about the school. As one parent stated; 'We cannot speak highly enough of this school. All the staff have the children's best interests at heart.'

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	132260
Local authority	Staffordshire
Inspection number	10290577
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair of governing body	Christine Bratt
Headteacher	Kate Cooke
Website	www.forsbrookprimaryschool.co.uk/
Dates of previous inspection	11 and 12 October 2022, under section 8 of the Education Act 2005

Information about this school

- Forsbrook Church of England Controlled Primary School is an average-sized primary school which is part of the Diocese of Lichfield.
- The school received its most recent section 48 inspection of schools of a religious character on 30 June 2016. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021.
- The school does not make use of alternative provision.
- The governing body run before- and after-school provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and

have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, the chair of the governing body and four other governors, and spoke with an external improvement partner and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also scrutinised curriculum plans, pupils' work and discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the comments and responses to Ofsted Parent View. Comments in the pupil and staff surveys were also considered.

Inspection team

Declan McCauley, lead inspector	Ofsted Inspector
Sarah Dukes	Ofsted Inspector

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