

# Felmore Primary School

Davenants, Pitsea, Basildon, SS13 1QX

## Inspection dates

19–20 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and make good progress from their starting points.
- Rigorous checking by leaders and teachers on how well pupils are doing has ensured more rapid progress throughout the school. In Year 6, a much higher proportion are making better than expected progress in English and mathematics.
- Teaching has improved. It is good overall with some examples of outstanding practice. High-quality professional development has ensured that there is no inadequate teaching.
- Teachers make learning interesting and engaging. They set high standards and expect the best from the pupils.
- Pupils' behaviour is consistently good. They get on very well together. Their personal development is supported well by the strong spiritual, moral, social and cultural educational opportunities.
- Attendance has risen rapidly and is now above average. Pupils are proud of their school.
- The headteacher understands the school's strengths and areas for development well. She and other leaders have very high expectations of all staff and pupils. They are continuously working to improve achievement and teaching further.
- The governing body is a strong set of professionals who provide good support and clear challenge to leaders. They ensure pupils are kept safe. Their work contributes positively to the life of the school.
- The school has introduced a new phonics (the sounds letters make) system. As a result, pupils are making better progress with their reading.

### It is not yet an outstanding school because

- Marking is not always of a consistently high standard. It does not always give precise feedback to pupils on how to improve their work.
- Not enough teaching is outstanding.
- Pupils do not always take enough care when presenting their work.

## Information about this inspection

- Inspectors observed 20 lessons, six of which were seen together with the headteacher or members of the senior leadership team.
- Inspectors carried out a series of short visits to classes across the school, observed assemblies and listened to pupils read.
- Meetings were held with groups of pupils, school staff, the Chair of the Governing Body, other members and a representative from the local authority.
- Inspectors took account of 25 responses to Ofsted’s online questionnaire, Parent View, and held informal discussions with parents and carers in the playground.
- Inspectors observed the school’s work and looked at a number of documents, including: the school’s own information on the pupils’ current progress, planning and monitoring documentation, records relating to safeguarding, behaviour and attendance. Inspectors also took account of the 23 responses to the staff questionnaire.

## Inspection team

Emma Merva, Lead inspector

Additional Inspector

Susan Cox

Additional Inspector

Martin Mangan

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The largest majority of pupils are from White British and other White heritages.
- The proportion of pupils who are eligible for pupil premium funding is above the national average. This is additional funding for pupils known to be eligible for free school meals, those in local authority care and other groups.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above the national average.
- The school provides a breakfast and nurture club each morning.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of the Basildon Education Services Trust.

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

- Make teaching consistently outstanding and increase pupils' rate of progress throughout the school by:
  - developing a consistency of high-quality marking in all subjects, which involves more precise ways in which pupils can improve their work
  - ensuring pupils take more care when completing and presenting their work.

## Inspection judgements

### The achievement of pupils is good

- By the end of Year 6 pupils of all abilities, including the most able, achieve well. They make good progress in reading, writing and mathematics. Those from White British and other heritages make equally good progress. They reach standards which are broadly average.
- Pupils make good progress from their starting points in reading, writing and mathematics. Teachers frequently check pupils' progress from what they see in classrooms and from the work in pupils' books. If progress appears to be slowing the school is swift to act and put additional help into place. New approaches within English and mathematics and other subjects are enthusing pupils. All this means that in each year group a high proportion of pupils are now making better than the expected progress.
- Children join the Early Years Foundation Stage with skills that are well below those expected for their age. They make outstanding progress during their time in Reception because adults have very high expectations of what the children can achieve and make learning successful. The children have access to a supportive variety and range of activities in all areas of learning to assist their progress.
- Pupils develop the basic skills of literacy and numeracy well. For example, during a phonics activity, pupils were sounding out and writing words with 'ear' accurately. They were subsequently able to apply their skills to reading to become fluent readers.
- In 2013, girls attained below the national average in the Year 1 phonics check, whilst the attainment of boys and pupils who are eligible for pupil premium funding was above that seen nationally. Recent checks show an improvement this year with most pupils, including girls, on track to reach, at least, the expected standard by the end of Year 1. This is because of the systematic ways in which these skills are now taught. The reading skills of older pupils are good and they are keen to talk about the books they enjoy reading.
- Disabled pupils and those who have special educational needs achieve well. Their learning needs are swiftly identified and extra support is provided where necessary to accelerate their progress. This enables these pupils to catch up on any missed learning.
- Pupils who are eligible for pupil premium funding achieve well. The extra support they receive helps them to catch up with the achievement of their classmates. In Year 6, this group of pupils were two terms behind other pupils in reading and writing but in line with them in mathematics in 2013. Eligible pupils are currently making better progress than their classmates and the attainment gap between them is closing rapidly. Those pupils who attend the morning nurture club get off to a good start to the day.

### The quality of teaching is good

- Teaching over time is good and some is outstanding, for example, in Year 6 the teacher provides good support, but also strongly challenges the pupils to achieve their potential. These pupils are highly motivated and progress well as they gain a secure understanding of their work. However, teaching is not yet consistently outstanding across the school.
- Pupils generally take care and have pride when presenting their work, which supports their good

progress. However, they are not careful enough with their presentation in some work and teachers do not insist enough on the highest quality.

- Teaching in the Early Years Foundation Stage is outstanding. The environment both indoor and outdoor is vibrant and inviting. Children work tremendously well with adults and display a thirst for learning. For example, in one literacy lesson observed, a pupil recounted the story of *The Gingerbread Man* and all the children became engrossed in the story and asked exceedingly thoughtful questions about it. As a result, they made rapid progress.
- Reading has a very high priority across the school and is taught well. For example, pupils across the years benefit from whole-school theme days, such as, 'World Book Day Fest'. There is an exceptionally strong emphasis on reading. The library is attractive and appealing to pupils. It is well stocked with a wide variety of books and inviting areas to sit and read.
- Marking is good across most classes. However, in some classes it is not consistently helpful. Consequently, pupils do not always receive clear advice and precise information on how to improve their work.
- Disabled pupils, those with special educational needs and those in receipt of the additional funding from the pupil premium receive effective teaching. Learning support assistants support pupils who find the work hard in reading, writing and mathematics and readily help them to overcome any misunderstandings in their learning.
- Homework is set regularly for reading and topics which pupils research well. Pupils enjoy choosing library books and have opportunities to develop their understanding of work and topics that they have covered in lessons.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils are keen, eager and ready to learn. As they walk around school they are polite and considerate of each other and adults. For example, at lunchtime in the reading dens and in the covered play area, 'the glass dome', pupils work well together in sharing toys, books and games in a calm and quiet manner.
- Pupils enjoy school and the rewards they are given for attending regularly. Pupils in Key Stage 1 enjoy winning 'the bear' for weekly good attendance and those pupils who receive 100% attendance badges are very proud of them. Consequently, pupils' attendance has risen and is now above average.
- In lessons, pupils get on extremely well with each other and they work together collaboratively so that they achieve well. They show respect and listen clearly to the adults in school.
- The school's work to keep pupils safe and secure is outstanding. Staff and governors have completed the required safer recruitment, child protection and first aid training. Leaders apply safeguarding policies rigorously and review them regularly. The school has an internal team of family-intervention workers to ensure a high level of care for all pupils.
- Pupils say they feel safe and that they know how to keep safe when using the internet. Assemblies and personal and social education sessions are used to discuss with the pupils how to keep safe. Pupils value the support that adults give to them. They say bullying is very rare and if it does happen, it will be dealt with quickly by an adult.

- Behaviour is not yet outstanding because, occasionally, pupils do not take enough care with aspects of their work, particularly its presentation.

## **The leadership and management are good**

- The headteacher has very high expectations of what everyone in the school can achieve – pupils and staff. She is extremely well supported by the deputy headteacher. Leaders are ambitious and aspire for all pupils to succeed. Extra help is provided to address any areas of underperformance.
- Actions to improve teaching and learning have been effective. There is a good emphasis on professional development and all staff welcome and benefit from this.
- The school has effective systems to manage the performance of teachers. Leaders have practical and effective procedures for checking the quality of teaching. They are accurate in their judgements.
- Subject leaders skilfully lead their areas of responsibility. They have a good understanding of the school's current strengths and areas of development and are driving achievement forward in their subjects.
- The Early Years Foundation Stage is effectively led and managed. All improvement plans are carefully monitored and actions evaluated to ensure children's achievement and the quality of teaching are improving further.
- The school works to improve pupils' literacy and numeracy through extra classes and focused support for any pupils who may need it. This inclusive environment provides equal opportunity for all and ensures there is no discrimination.
- The display in the school is dazzling and energetic. It encourages pupils to take notice and engenders a passion for learning. Displays are woven into the curriculum and pupils benefit from a wide and varied range of topics, for example, in English, mathematics, French, outdoor learning and activities with the Children's University.
- The school's animals, forest school, assemblies, music, trips and visits make a very good contribution to pupils' spiritual, moral, social and cultural development. The school has a highly ambitious ethos – 'believe it to achieve it' – and pupils enjoy living up to this expectation.
- The school places an appropriate emphasis on developing pupils' awareness of cultures and faiths different from their own. For example, some displays and work are related to Islamic and Jewish ways of life and to charity work.
- The additional sports funding has been used to employ a qualified physical education teacher. As a result, teachers have benefited from training to gain skills to teach physical education better. Pupils have received extra coaching, for example, in gym trail, football, tennis and skipping.
- There are positive links with parents, which are continually developing. As a result, the vast majority of parents are supportive of the school. They believe that they receive timely and good information about their children's progress.

- The local authority provides effective support for the school. The school values this support and it is well used, for example, in teaching and learning reviews. The school is also the hub for newly qualified teachers' professional development opportunities.

■ **The governance of the school:**

- Governors provide effective support and challenge to the school and its leaders. They understand the school's strengths and weaknesses. They have a comprehensive visits programme. As a result, they are able to hold the school to account through asking relevant questions of the headteacher and other leaders. They review information about pupils' achievement and they understand how pupils are progressing in relation to the national standards.
- The headteacher provides detailed reports about pupils' current progress, attainment, teaching and learning, which also help governors to monitor the school's performance. They have a good understanding of the quality of teaching and learning in the school. Therefore, they ensure that teachers' salary progression is based on pupils making good progress.
- Governors manage the budget carefully to ensure that pupils get the best provision possible. As a result, additional funds for pupil premium and sports funding are used well. Governors ensure that they receive regular training. For example, they undertake courses in safeguarding and financial management so they are very clear about what to check on and they do so effectively. They have ensured for example that the school meets current statutory safeguarding requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	133573
<b>Local authority</b>	Essex
<b>Inspection number</b>	430746

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	432
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Adams
<b>Headteacher</b>	Elizabeth Mulcahy
<b>Date of previous school inspection</b>	30 May 2012
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