

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
enquiries@ofsted.gov.uk  
www.ofsted.gov.uk



7 January 2016

Mrs Elizabeth Duffell  
Farndon St Peter's CofE Primary School  
Sandhill Road  
Farndon  
Newark  
NG24 4TE

Dear Mrs Duffell

### **Short inspection of Farndon St Peter's Church of England Primary School**

Following my visit to the school on 8 December 2015 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2011.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You set high expectations and ensure that the school is an orderly, calm learning environment where pupils work hard and do their best. You have a clear overview of the strengths of the school and an accurate understanding of the further improvements needed to make it outstanding. You, teaching staff and the governing body, have written a comprehensive development plan to make outcomes for pupils even better.

Governors are very keen to ensure that pupils, and particularly disadvantaged pupils, achieve their potential. They hold you and other senior leaders to account and are not afraid to challenge you if further action is needed. They also take tough decisions in not awarding pay rises to teachers if they do not meet their appraisal targets.

Pupils and teachers respect each other highly. Lessons I saw during my visit showed that pupils listen closely to adults who, in turn, value the ideas that pupils express. This means that pupils behave well and have good attitudes to learning. Pupils of all ages enjoy their work. For example, I saw children in the Reception class enthusiastically engaged in 'squiggle while we wiggle' time, which was helping them to improve their handwriting. I noted that older pupils had completed an extended homework project in history and had made extremely impressive reproductions of historical objects, such as Roman shields and helmets. These were displayed proudly in the school corridor for visitors and other pupils to see.

Your latest assessments show that pupils are making good progress in all subjects. This is confirmed by pupils' work that I saw during my visit. The progress made by disadvantaged pupils is greater than that of other pupils, and gaps in their achievement are therefore closing over time. Pupils make less progress in writing, compared to reading and mathematics. Your monitoring has correctly identified that this is because pupils do not yet receive sufficient opportunities to develop their skills in extended writing. In addition, you have also identified the need for pupils to use and apply their mathematical skills to solve word-based problems.

At the last inspection, inspectors noted that pupils achieved well and that the school was a safe, friendly place: leaders were committed to improving achievement while giving pupils good care, guidance and support. They noted that pupils behaved well and that the school kept all pupils safe. You, senior leaders and the governing body have maintained these positive aspects. Inspectors also identified two areas for improvement during their visit. Firstly, they said that you should increase the impact of teaching on pupils' outcomes by including sufficient opportunities for them to become more active in their learning on tasks pitched to their ability; and for them to develop their thinking skills. Secondly, inspectors recommended that teachers in the early years improve planning so that more of the planned activities linked to the teacher-led sessions.

You and the staff have addressed these areas successfully. Lessons I saw during my visit showed that pupils were learning well and that teachers adjust the work they set according to pupils' ability. I also saw this in pupils' exercise books. I talked to some of the most-able pupils in the school, who told me that they attend a local secondary academy each week for mathematics lessons. Pupils I spoke with in different year groups confirmed that teachers make them think hard on numerous occasions. The leader of the early years showed me how staff now plan lessons using children's ideas to teach them new skills. For example, children had decided to make some treasure maps for themselves. Adults had used this idea to show pupils how to find their own homes on Google Earth so that Santa would know where to bring their presents at Christmas.

Parents continue to express strong support for the school. Results from Ofsted's online survey, Parent View, show that a very large majority of those who responded would recommend the school to others. Parents feel that their child is taught well and makes good progress.

Though your school website meets most of the requirements set out by the government, you are aware that it does not give as much information as is necessary to show the impact of spending of the pupil premium, nor the impact of the primary physical education and sport funding.

### **Safeguarding is effective.**

You make it clear that that the safeguarding of pupils must be a priority for every adult. Visitors receive a leaflet upon arrival to the school that gives guidance on what all adults must do if they suspect that any pupil is being harmed.

During my visit, I saw that you have completed a recent and detailed audit of all aspects of safeguarding. Governors review the safeguarding policy regularly. This sets out the responsibilities of all staff to protect pupils and the system used to record any concerns they may have. Staff receive regular training so that they know about the warning signs of potential abuse, and know that they must report this immediately. Examples of referrals that I saw during my visit confirm that staff record concerns well and that you take appropriate and prompt action to make referrals to outside agencies, including social care, wherever necessary.

Pupils that I met during my visit were very keen to tell me how teachers tell them about the risks to their safety and how they can protect themselves from harm. They were particularly clear about the need not to give out their personal details when on the internet. They also say that they can always talk to a number of adults in school if they are ever worried about something.

### **Inspection findings**

- Leaders and governors have sustained the quality of the school and they demonstrate a good capacity for further improvement. They have an accurate view of the school's strengths and weaknesses, which they have gained from evaluating the effectiveness of the school's provision. From this, they have written an effective development plan that sets out the steps needed to improve their key priorities. Leaders have included appropriate timescales for actions, along with how they will judge the plan's success.
- Leaders set high expectations. They are determined to ensure that all pupils achieve well and reach their potential. Leaders have created a positive learning culture in all classrooms. As a result, pupils behave well and are caring towards each other. They are keen to succeed, and work hard as a result. There is a clear sense of mutual respect in all classes.
- Subject leaders and senior leaders support you well. They are knowledgeable about the subjects they teach or areas of the school they lead and are clear about what actions they need to take next. They work well with other teachers to ensure that teaching is increasingly consistent and that those pupils who need to catch up, or who are disadvantaged, receive good support.
- Governors are highly committed to the pupils and families of Farndon St Peter's. They know how to analyse information on how well pupils are achieving and can talk confidently about the school's priorities. They share leaders' high expectations and are keen for the school to be even better than it is. For this reason, they come into school regularly to check learning and progress and do not shy away from challenging leaders where it is needed.

- The most recent assessments by staff show that pupils currently in the school are making good progress in reading, writing and mathematics. This is confirmed by pupils' work examined by the inspector during his visit. Pupils achieve well in the early years because teachers assess them accurately and then give them work that meets their needs. Those pupils who enter the Reception class with skill levels below that typical for their age make the quickest progress.
- Adults use the pupil premium funding to give disadvantaged pupils good support. As a result, disadvantaged pupils are making faster progress than their peers. Those pupils who are disabled or who have special educational needs also make good progress in all subjects.
- Pupils make most progress in reading, followed by mathematics. Pupils make less progress in writing. Leaders say that this is because they do not yet consistently provide sufficient opportunities for pupils to practise their extended writing skills. Exercise books seen by the inspector reflect this. Leaders have also correctly identified the need for teachers to improve pupils' ability to use and apply their skills in mathematics to solve word-based problems.
- Pupils were very keen to tell the inspector that they believe that their school is good. They were especially keen to tell him that teachers help every pupil to do well, and particularly those who are disabled or who have special educational needs. Pupils like their work and are ambitious to learn as much as possible.
- Parents show strong support for the school. A large majority of those who responded to Parent View believe that the school is well led and managed, say that their child is safe and happy and makes good progress. Parents expressed particular support for the level of information they receive about their child's progress.
- Safeguarding is a priority in the school. Leaders have ensured that staff have received all necessary training in areas including child exploitation, radicalisation and other potential risks. As a result, they are vigilant and know their duty to report concerns immediately. Records seen show that you make referrals appropriately. You are not afraid to insist that external agencies take further action if you do not feel that their initial response is sufficient. Pupils say that they feel very safe in school and can approach any member of staff if they are concerned. They were insistent that there is no bullying in the school.

### **Next steps for the school**

Leaders and governors should ensure that:

- pupils are given sufficient opportunities to develop their skills in extended writing

- teachers improve pupils' abilities to apply their skills in mathematics to solve word-based problems
- the school website gives sufficient detail to show the impact of spending on the pupil premium and the primary physical education and sport funding.

This letter will be published on the Ofsted website.

Yours sincerely

**Roary Pownall**  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, I met with you, representatives of the governing body and the subject leaders for English, mathematics and the early years. We visited all classes to observe teaching and learning. I observed pupils' behaviour in lessons and met with a group of them at lunchtime. I received a small number of letters from parents and met with one parent during my visit. I considered the views of 37 parents posted on Ofsted's online survey, Parent View, alongside the school's most recent questionnaire. I read a range of documents, including anonymised examples of teacher appraisal, information related to attendance and safeguarding records and policies.