

# Inspection of Willow Farm Primary School

Willow Lane, Gedling, Nottingham, Nottinghamshire NG4 4BN

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Inspection dates: 8 and 9 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Willow Farm Primary is a united community. Pupils know the school's 'PRIDE' values and recognise the importance of these. Pupils and staff share the ambition to be positive, responsible, inquisitive, determined and empathetic. As one governor observed, 'The school's values are lived, not just laminated.'

The school is calm and orderly. Pupils are well behaved. Older pupils set a positive example for younger ones to follow. All pupils understand the school's rules and know why it is important to '...be safe, be ready and be respectful'.

Breaktimes are sociable occasions. Pupils get on well with each other. They enjoy playing together. Relationships between pupils and adults are positive. One pupil captured this well when she told an inspector, 'School is like one big family. We just get each other.'

Pupils know what bullying is and the different forms that it can take. They know what to do should it occur. They are confident that adults would deal with it. However, bullying is very rare.

Pupils are proud of the roles that they play in the school. Pupils were eager to tell inspectors about their responsibilities as librarians. They enjoy keeping the 'library lodge' in order and helping other pupils to select books.

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

The school's curriculum is ambitious. It is well sequenced across all subjects and the early years. It makes clear what pupils will learn in each subject, each term. It builds systematically on what pupils have learned before. In most subjects, leaders have identified what they consider to be the most important parts that pupils should know and remember in the longer term. However, this work is yet to be completed in a small number of subjects. Leaders are in the process of addressing this.

Teachers plan interesting lessons. Pupils enjoy learning new things and they work hard. They remember what they have learned. In a small number of lessons, teachers do not check closely enough on how well pupils are getting on. They do not identify where pupils are finding work too difficult. This means that some pupils do not get the help they need quickly enough.

A new programme for teaching phonics has been introduced. It is working well. The programme systematically sets out which sounds pupils will learn each term. Teachers have been trained to deliver the new programme. As a result, phonics is taught consistently well. Pupils remember the sounds that they have learned. The books that pupils read are closely matched to the sounds that they know. This helps pupils to read fluently. Pupils that begin to fall behind get help the same day.

Older pupils love reading. Leaders ensure that pupils study a wide range of texts, authors and genres. Some of these texts are challenging. Teachers help pupils to make sense of what they have read. Pupils appreciate the variety of books that they have access to. They can choose books from the library lodge or from the collections in classrooms. As one pupil said, 'The whole school is like one big library.'

Pupils' personal development is well catered for. Pupils learn about different religions, cultures and beliefs. They are respectful of other people's views even if they differ from their own. Pupils make the most of the wide range of extra-curricular activities that are on offer. There are lots of opportunities for pupils to develop their talents and interests in sports and music.

Pupils with special educational needs and/or disabilities (SEND) get on well. The special educational needs coordinator (SENDCo) makes sure that pupils with SEND get the help they need to learn the school's curriculum.

Senior leaders have ensured that staff are united and committed to the school's vision. Leaders check on how well the school's curriculum is being taught and remembered. However, these checks have not yet included the early years. As a result, senior leaders do not have a well-rounded understanding of how well children in the early years are getting on.

The school has benefited from well-tailored support from the trust. This has helped leaders to bring about improvements in the curriculum, reading and leadership at all levels.

Governors have a good understanding of their duties. They are effective in their role. They carry out a wide range of checks to make sure that the school is working effectively and to ensure that it continues to improve. They are well supported by the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

Relationships are positive. Adults know pupils well. Adults are alert to any changes in behaviour and pass these on promptly to leaders. The school provides a wide range of support for families.

Leaders ensure that safeguarding is the highest priority. Safeguarding is a regular part of meetings and staff bulletins. Training is up to date and frequent. Governors regularly check on the school's safeguarding procedures. They do this well.

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

### (Information for the school and appropriate authority)

- The curriculum is well planned and sequenced. However, in some subjects plans do not make clear enough which are the most important parts that pupils should know and remember. Leaders should ensure that curriculum plans make clear what the most important things are that pupils should know and remember, across all subjects.
- In a small number of lessons, teachers do not check closely enough on how well pupils are getting on. They do not identify where pupils are finding work too difficult. This means that some pupils do not get the help they need quickly enough. Leaders should ensure that teachers consistently assess how pupils are getting on in lessons and adapt their teaching in light of this.
- Leaders check on how well parts of the school's curriculum are being taught and remembered. However, these checks have not yet included the early years. As a result, senior leaders do not have a well-rounded understanding of how well children in the early years are getting on. Leaders should ensure that they check on how well children in the early years are learning the curriculum.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	145371
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10211784
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Foale
<b>Headteacher</b>	Lindsey Jamson
<b>Website</b>	<a href="http://www.willowfarm.notts.sch.uk">www.willowfarm.notts.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Willow Farm Primary School converted to become an academy school in January 2018. When its predecessor school, Willow Farm Primary School, was last inspected by Ofsted in June 2007, it was judged to be outstanding.
- The school uses no alternative provision.

## Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, deputy headteacher, curriculum leaders, the SENDCo, the early years leaders and those responsible for disadvantaged pupils.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history and religious education. To do this, they met with curriculum leaders, visited

lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.

- The lead inspector met with two governors, including the chair of the governing body. He also met with representatives of Equals Trust, including the chief executive officer.
- Inspectors took account of the 14 responses to the Ofsted Parent View survey and 11 written comments from parents. They also considered the 26 responses to Ofsted's pupil survey and the 13 responses to Ofsted's staff survey. Inspectors spoke informally to parents outside the school.
- Inspectors met with safeguarding leaders and reviewed school documents relating to safeguarding, attendance and governance.

### **Inspection team**

Vic Wilkinson, lead inspector

Her Majesty's Inspector

Peter Johnston

Ofsted Inspector

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