

Inspection of East Farleigh Primary School

Vicarage Lane, East Farleigh, Maidstone, Kent ME15 0LY

Inspection dates: 21 and 22 June 2022

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

What is it like to attend this school?

Pupils enjoy coming to this school in its countryside setting, where leaders have high expectations for all. Pupils are rightly happy and enthusiastic about their learning. They develop supportive and respectful relationships with staff. Pupils know that staff are there to help and will share their concerns and worries with them. Pupils' personal development is promoted exceptionally well. Pupils are safe, and bullying is extremely rare.

Pupils know what is expected of them due to well-established routines. They move around the school in a calm and orderly way and play well together during social times. Pupils listen carefully during assemblies, where they learn how to be caring and inclusive of others who are different. Staff make sure that they know the pupils' needs well. Parents say that 'East Farleigh is a beautiful, loving school, where staff are proud of each and every student'.

There are extensive opportunities for pupils to enrich their learning. A recent hot air balloon visit to the school field helped them develop their knowledge of science. Leaders have made links with a Spanish school so that pupils can improve their Spanish speaking skills. Pupils enjoy increasing their physical well-being by completing the 'daily mile' walk with their peers.

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

Since the last inspection, leaders have developed a well-sequenced and ambitious curriculum. From Reception to Year 6, pupils build on knowledge they have learned in a logical order. Clear links are made between topics and subjects. For example, pupils know how to apply their learning in science to building suspension bridges in design technology. They also explain how their learning about gestation in personal, social and health education (PSHE) helps their understanding of science. The curriculum is equally as ambitious for pupils with special educational needs and/or disabilities (SEND).

Subject leaders ensure that curriculum plans support pupils to develop a secure knowledge of key concepts and vocabulary. They provide effective training so that staff are confident to teach lessons where pupils learn and can do more. In mathematics, for example, pupils accurately recall calculation strategies in 'power up' challenges at the start of every lesson. Effective assessment of the needs of pupils with SEND ensures that they are well supported to access the curriculum alongside their peers.

Leaders promote a love of reading across the school. Well-stocked book corners and the school library display a range of books which promote diversity. Pupils in Reception learn to read as soon as they start school. Some pupils in Year 1 are ready to read books of their choice at an early stage. Less confident readers regularly receive extra help to catch up. In some small group sessions, where pupils

need more support, teaching could be more precise to match expert practice in the rest of the school.

The school is calm and purposeful. Pupils contribute well to lessons. The majority of pupils demonstrate positive attitudes to their learning, although a small number of pupils can become distracted if lesson activities do not sufficiently challenge them.

Children in the early years benefit from ambitious plans that clearly identify what they need to learn and when. Leaders have worked to ensure that curriculum plans prepare children well for Year 1. The learning environment is stimulating, and resources are tailored to children's interests and needs. Leaders have invested in improving the physical environment to inspire children and offer choice. Children with SEND are well supported and those with health concerns receive high-quality care. Children in Reception generally behave well. They share and cooperate with each other. However, some children are still developing self-control. Sometimes, without adult support, they find it hard to fully concentrate on tasks.

Opportunities for personal development are varied and interesting. All pupils experience well sequenced PSHE lessons which ensure that they are ready for life in modern Britain. Pupils know about different types of relationships and show an inclusive attitude to same-sex couples. They are pleased that boys play netball and girls play football at the school. Pupils develop leadership skills as peer mediators, play leaders and prefects. Moral development is strong. For example, in Reception, children could confidently explain why a composter must be built in the school grounds. Trips and visits are well considered to provide cultural experiences and enrich learning. Leaders ensure that there is strong take-up, by all pupils, of a wide range of school clubs.

Senior leaders and governors have brought about significant positive change since the last inspection. They know the school's strengths well and are committed to further improvement. Staff are fully supportive of senior leaders. They feel respected and have faith in leaders to consider their well-being and workload. Governors hold leaders to account to ensure that statutory duties are met, and high standards are maintained.

Safeguarding

The arrangements for safeguarding are effective.

Training and safeguarding updates from leaders ensure that there is a strong culture of safeguarding in the school. Staff know how to identify and report concerns about those who might be at risk of harm. Leaders work with other agencies so that pupils and their families get the most appropriate support that they might need.

Pupils have a secure understanding of how to keep themselves safe, including online. Pupils know who to report concerns to. They have confidence that adults in the school will keep them safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of staff do not have the confidence or ability to teach phonics precisely. As a result, some pupils make less progress in these small groups. Leaders should ensure all staff receive training and support to teach the phonics programme accurately.
- Although expectations and standards for behaviour are high, a small number of pupils can be distracted when they are not fully challenged in their learning. Leaders need to further continue their good work in establishing routines for positive behaviour so that all pupils behave consistently well and demonstrate high levels of self-control.

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

Unique reference number	118289
Local authority	Kent
Inspection number	10241205
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair of governing body	Lacey Austin
Headteacher	Mark Rivers
Website	www.east-farleigh.kent.sch.uk
Date of previous inspection	5 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club on the school site.
- The school does not use any 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 leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in the following subjects: reading, mathematics, physical education and science. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.

- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with the local authority school improvement partner. They also met with four members of the governing body, including the chair and vice-chair.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys.

Inspection team

Zoë Harris, lead inspector

Her Majesty's Inspector

Scott Reece

Her Majesty's Inspector

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