

Inspection of Field Court Church of England Infant Academy

Courtfield Road, Quedgeley, Gloucester, Gloucestershire GL2 4UF

Inspection dates: 14 and 15 February 2023

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

Ofsted has not previously inspected Field Court Church of England Infant School as an academy school under section 5 of the Education Act 2005, as until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

'A fun and happy place to learn' is how one pupil describes Field Court Church of England Infant Academy. Other pupils echo this view. The school vision of 'love life, embrace learning and believe together' threads its way through all aspects of school life. Staff are ambitious. They believe that success is possible for all. This helps pupils get off to a great start in their education.

Leaders have created a caring school based on Christian values. Pupils know why it is important to tell the truth and be courageous when trying something new. Children develop positive learning habits as soon as they begin school. They like how staff encourage them to be a 'bounce-back bunny' and 'positive parrot' when they find things difficult.

Pupils try hard to follow the school rules. They enjoy earning 'golden coins' for doing the right thing. Most pupils rarely need reminding about how to behave. If disruption does occur, staff stop this quickly. Pupils say that adults sort out any problems or friendship issues they have. This helps them feel safe.

Pupils take part in a range of clubs. These include country dancing, ocarina and construction. Pupils say, 'There is always something interesting to do.'

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

Leaders prioritise children's communication and language skills from the moment they join the Nursery. Well-trained staff use songs and rhymes to build children's communication skills. They model language and introduce new words to extend children's vocabulary. Story time is a favourite. Children enthusiastically recite familiar stories using words and actions. This continues in the Reception Year and across the school. Teachers use high-quality books to inspire a love of reading. By the time pupils leave Year 2, most read confidently and fluently.

From the start of the Reception Year, children develop their phonic knowledge well. They can read and write the sounds they have learned. Pupils build on this in Years 1 and 2. Teachers use assessment regularly and accurately. They provide extra help for pupils who need it. Even so, some staff do not consistently use the agreed approach to teaching phonics. Consequently, a small number of pupils are not catching up quickly enough.

Leaders have designed an effective curriculum based on six 'drivers'. These shape how teachers deliver the curriculum. Leaders have sequenced learning so that knowledge builds progressively. For example, children in the early years create simple maps from school trips. This helps pupils in key stage 1 when they use more complex maps to locate the capital cities of the United Kingdom.

Teachers successfully use 'we remember' tasks and 'maths meetings' to help pupils recap and revisit what they learn. In writing, pupils are keen to make corrections

and improve their work. However, occasionally, there is variation in how well teachers implement the planned curriculum. When this happens, some pupils do not master important knowledge and skills as well as they could.

Leaders cater well for pupils with special educational needs and/or disabilities (SEND). Staff identify pupils' needs early and accurately, including for children in the Nursery classes. Teachers structure support for learning, for instance by providing visual prompts to help pupils record their work in lessons. As a result, pupils learn well and follow the same curriculum as their peers.

Pupils behave sensibly. Children settle quickly in the early years because staff set clear routines and expectations. Pupils like to earn bronze, silver and gold badges for going beyond what is expected. A very small minority of pupils present challenging behaviour at times. Specialist staff ensure that these pupils receive the support they need to minimise disruption to learning.

Leaders make learning fun, interesting and relevant for pupils. Well-planned trips and experiences bring the curriculum to life. For example, children in the early years broaden their cultural awareness by celebrating festivals, such as Chinese New Year. Visits from local firefighters promote the importance of keeping safe. Across the school, pupils learn about fundamental British values by voting and learning about different faiths.

Local governors and central trust staff work closely with leaders. They ask challenging questions to make sure the school continues to improve. Staff are proud to work at the school. Teachers value the support and guidance they receive from school and trust leaders.

The great majority of parents would recommend the school to others. Many commented how staff 'go above and beyond' to ensure that children become curious learners.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety. They ensure staff receive regular and relevant training, so they know how to spot and report concerns. Leaders act in the best interest of pupils to secure the help they need. They make effective use of external agencies. Governors ensure that adults who work at the school are safe to do so.

Pupils learn how to keep themselves safe in a range of situations, such as crossing the road and when online. They know to tell a 'trusted adult' if anything worries them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, a small number of staff do not follow the agreed approach to the delivery of the school's phonics programme. As a result, this slows down some pupils' ability to develop their reading accuracy and confidence. Leaders should continue to ensure that all staff follow the school's approach to the teaching of phonics.
- In a few subjects, there is variation in how well teachers implement the agreed curriculum. This means that some pupils do not master important knowledge and skills as well as they could. Leaders should ensure greater consistency in the delivery of subjects so that pupils secure important knowledge and skills across all year groups, including in the early years.

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](#)' 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	137477
Local authority	Gloucestershire
Inspection number	10256648
Type of school	Infant
School category	Academy converter
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	Board of trustees
Chair of trust	The Venerable Hilary Dawson
Headteacher	Adam Osborne
Website	www.fieldcourt-inf.gloucs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Field Court Infant Academy is part of the Diocese of Gloucester Academies Trust, a multi-academy trust of primary schools in Gloucestershire.
- The school has an on-site nursery which caters for two-, three- and four-year-old children.
- The school uses one registered alternative provision.
- The school is in the Diocese of Gloucester. At the most recent section 48 inspection of the school, carried out in March 2020, the school was judged to be good.

Information about this inspection

The inspectors carried out this graded 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.

- Inspectors met with the headteacher, the acting deputy headteacher, other school staff, three governors and a trustee. The lead inspector also met with the deputy chief executive office and trust-wide quality assurance lead.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector met with curriculum leaders and looked at documentation in early writing.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- The lead inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. Inspectors talked to governors, staff and pupils about how the school keeps everyone safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke with a range of staff to discuss how leaders support their workload and well-being.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text comments, and responses to the staff survey.

Inspection team

Dale Burr, lead inspector	His Majesty's Inspector
Martin Greenwood	Ofsted Inspector
David New	Ofsted Inspector

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