

Inspection of a good school: Farndon Fields Primary School

Argyle Park, Market Harborough, Leicestershire LE16 9JH

Inspection dates:

16 and 17 May 2023

Outcome

Farndon Fields Primary School continues to be a good school.

What is it like to attend this school?

Leaders have high expectations of pupils' behaviour and academic achievement. Pupils live up to these expectations. They enjoy attending school each day and talk with enthusiasm about their lessons and teachers. They feel safe and confident. Pupils say that if they had any concerns or worries, they would share these with staff. They say that they can turn to pupil well-being ambassadors and particular members of staff who are responsible for well-being.

Leaders have forged positive relationships with parents and carers. Parents praise the care and attention that staff show their children. One parent, typical of many, said that their child had developed their 'confidence and pride' since joining the school.

Pupils benefit from football, cricket and dodgeball clubs. They take part in dance and creative activities after school. Leaders have organised a range of educational visits, and visiting speakers help bring the curriculum to life for pupils. Pupils visit the Sea Life Centre and meet visiting authors. Leaders have established links with communities and schools in New Delhi, India. Pupils spend a week each academic year learning about India and communicating with Indian pupils.

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

Leaders have designed an ambitious curriculum that sets out what pupils should learn and when. They have thought about how teachers can help pupils to make connections between the different subjects they study. Leaders have planned opportunities for pupils to recap previous learning. In each subject, pupils consider how what they are studying might have an impact on society in the future. Pupils develop their knowledge over time. They share with others their knowledge of Tutankhamun and the Second World War. They can explain how to add fractions and how to calculate vertically opposite angles.

Children in early years study a curriculum that prepares them well for key stage 1. Leaders have ensured that the environment provides opportunities for children to develop

their fine motor skills and reasoning. Children have a calm start to the day. They practise yoga. Children who need extra time to be ready to learn complete sensory circuits. Staff help children to gain mathematical knowledge and broaden their vocabulary. Children talk about the healthy food they grow. They show off their independent writing.

Teachers' subject knowledge is secure. They share important knowledge with pupils clearly. They model thinking for pupils to help them understand tasks and how to think about the most complex aspects of their learning. Teachers regularly check pupils' understanding. On occasions, some teachers do not help pupils to address misconceptions as effectively as they could.

Leaders have prioritised reading. Pupils enjoy reading. They talk about their favourite books and authors. Staff have completed training about how to teach children to read. Leaders ensure that pupils have opportunities to practise and develop the accuracy and speed of their reading. Pupils read a wide range of texts, including fiction, non-fiction and poetry. Leaders share with pupils how to develop their reading skills. Staff help pupils to become 'powerful predictors', 'fabulous finders' and 'language learners'. Children in pre-school learn sounds in preparation for learning to read in the Reception class. Children in early years get off to a good start. They quickly become accurate readers.

Staff promptly identify pupils with special educational needs and/or disabilities (SEND). They ensure that these pupils receive the help they need to access the curriculum. Teachers know the pupils, including those with SEND, in their classes well. They use a range of strategies to help pupils enjoy their learning and build their knowledge.

Pupils behave well. They know the rules. Pupils are 'respectful, safe and ready to learn'. They are calm and focused in lessons. They take pride in their work. Pupils take up leadership opportunities. They contribute to the school community by acting as playground leaders, members of the school council and anti-bullying ambassadors.

Pupils benefit from a well-sequenced personal, social, health and economic education curriculum. They learn about identity, finance and healthy lifestyles. Pupils develop their knowledge of different cultures and faiths. Staff use assemblies to share with pupils life beyond their local community, from Cornwall to Sub-Saharan Africa. Pupils are not yet secure in their understanding of British values and protected characteristics.

Leaders work effectively with the trust. They work together to develop the curriculum and to ensure that staff access training to improve their teaching. Staff say that leaders take account of their workload and well-being. Those responsible for governance fulfil their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff complete regular safeguarding training. Staff know the signs to look for that may indicate that pupils need help. Leaders have established clear systems for identifying and reporting safeguarding concerns.

Leaders work effectively with wider agencies. They are tenacious when necessary in following up with wider agencies to ensure that pupils receive the help they need.

Pupils learn about how to keep themselves safe, including when online. They talk confidently about strategies they use to reduce potential risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, some teachers do not help pupils to address misconceptions as these arise. As a result, pupils are not always secure in their understanding when teachers move learning on. Leaders should ensure that all staff have the information and strategies they need to help address pupils' misconceptions when these arise.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

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	138345
Local authority	Leicestershire
Inspection number	10227761
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	Board of trustees
Chair of trust	Richard Bettsworth
Headteacher	Nikki Matthew
Website	www.farndonfields.org
Date of previous inspection	21 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of Discovery Schools Academy Trust.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector undertook deep dives in reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also spoke with the curriculum leaders for computing, design technology and geography.
- The inspector listened to pupils from Years 1, 2 and 3 read to a known adult.

- To evaluate the provision for children in early years, the inspector met with leaders and visited the early years setting.
- The inspector held meetings with those responsible for behaviour, attendance, pupils' personal development and the provision for pupils with SEND.
- To evaluate the school's safeguarding arrangements, the inspector viewed the single central record, held meetings with leaders, spoke with staff about safeguarding arrangements and reviewed the school's safeguarding records.
- The inspector met with the chair of the local advisory board, a trustee and a representative of the trust executive.
- The inspector took account of the views of pupils and staff through formal and informal meetings. He also considered the responses to the pupil and staff surveys and to Ofsted Parent View, including free-text comments.

Inspection team

Matthew Fearn-Davies, lead inspector

His Majesty's Inspector

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