

Inspection of Farnsfield St Michael's Church of England Primary School

Branston Avenue, Farnsfield, Nottinghamshire NG22 8JZ

Inspection dates: 17 and 18 October 2023

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

The headteacher of this school is Louise Carpenter. This school is part of the Minster Trust for Education, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Matthew Parris, and overseen by a board of trustees, chaired by Nigel Turner.

What is it like to attend this school?

The school's vision 'love to learn, learn to love' is embedded in the school. Pupils care about one another and treat each other with kindness and respect, especially those with special educational needs and/or disabilities (SEND).

Lessons capture pupils' interests. As a result, they enjoy their learning, work hard and are proud of the high-quality work they produce.

Pupils feel safe. They enjoy the school's rewards system and say it encourages them to do their best.

Pupils experience a very wide range of opportunities. There are residential visits for each year group. Pupils learn about different religions by visiting places of worship. Pupils can learn British Sign Language, play cricket or sing in a choir. Pupils develop leadership skills through being a house-captain, a well-being ambassador or a breaktime buddy.

Parents and carers overwhelmingly value the work that the school does, a typical comment made to inspectors was: 'The staff are passionate and invested in the children's welfare at all levels. It is a joy to send our children into an environment where they will enjoy education and thrive.'

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

There is a culture of high expectations for all at Farnsfield St Michael's Church of England Primary School. The school, with the support of the multi-academy trust, has developed a curriculum that is ambitious and well organised for all pupils, including those with SEND. The teaching of reading is a strength. Children in early years start learning to read as soon as they join the school. Staff are trained well to teach phonics. They make sure that books match the letters and sounds that pupils know. The school identifies pupils who may be falling behind in their reading. These pupils receive extra support to catch up. Pupils appreciate the library and they like visiting it. Staff inspire pupils when they read to them every day. Consequently, pupils read widely and often.

The curriculum identifies the key knowledge, skills and vocabulary that pupils should learn from the early years to Year 6. Staff make regular checks to find out what pupils know. This helps them to identify and address gaps in pupils' knowledge. Pupils regularly revisit topics they have learned before in memory tasks. This helps pupils know more and remember more. In a small number of subjects, expectations of what pupils will learn are not high enough. The work given in these subjects does not always challenge pupils to think deeply.

Pupils with SEND access the full curriculum. The school identifies and assesses their needs well. Staff deliver carefully planned support in lessons. They adapt teaching to

meet these pupils' needs. Pupils with SEND produce work of good quality and achieve well.

Children in the early years make the most of the very special environment that is created for them. This provides them with an excellent start to their school life. They develop a curiosity about the world and enjoy learning through well-planned activities. They play happily together and demonstrate well-developed social skills. Children talk enthusiastically about what they have learned. For example, how things change over time.

Pupils have a positive attitude to their learning. They behave and attend well. The school monitors pupils' absences closely and works with families to improve regular attendance.

Provision for pupils' personal development is exceptional. Every pupil has full access to a wide range of trips, visits and after-school activities. Pupils learn how to debate important issues. This enables them to understand difference and be tolerant and respectful of others. Pupils understand British values. They develop a strong understanding of world religions. Pupils learn how to keep themselves healthy and safe. They learn about healthy relationships at an age-appropriate level. Pupils raise money for charity, including support for a child in Uganda. The school helps pupils to become responsible and thoughtful citizens.

Staff enjoy working at the school. They say that the school always takes into account their workload and well-being.

The multi-academy trust and governors share the school's passion to develop further. Leaders have a clear understanding of the strengths and areas for development in the school. They speak consistently about their commitment to giving pupils the best possible experience. Governors hold the school effectively to account for safeguarding and the quality of education for pupils with SEND. They offer support that helps to move the school forward.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the work given to pupils is not challenging enough. As a result, pupils do not develop their knowledge and skills as well as they might. The school needs to ensure that there is a consistently high level of challenge and expectations for all pupils in all subjects.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145640
Local authority	Nottinghamshire County Council
Inspection number	10288363
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	Board of trustees
Chair of trust	Nigel Turner
CEO of the trust	Matthew Parris
Headteacher	Louise Carpenter
Website	http://www.st-michaels.notts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The headteacher has been in post since 2020.
- Farnsfield St Michael Church of England Primary School converted to become an academy in May 2019. When the predecessor school, Farnsfield St Michael Church of England Primary (Voluntary Aided) School was last inspected, it was judged to be good.
- The school is part of Minster Trust for Education (MITRE).
- This is a Church of England School. The most recent section 48 inspection took place in March 2020. This is an inspection of the school's religious character.
- The school runs a breakfast club and an after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 took that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the special educational needs and disabilities coordinator, the curriculum leaders and the early years leader.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, science, physical education and history. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. The lead inspector also listened to pupils reading to an adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first. Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- Inspectors took account of the responses to the Ofsted online surveys for staff and parents. An inspector spoke to parents during the inspection.
- The lead inspector met with the chief executive officer of the trust, a trustee and the chair and vice chair of the local governing board.

Inspection team

Stephen Long, lead inspector	Ofsted Inspector
Anna Coney	Ofsted Inspector
CT Atwal	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023