

Inspection of The Pastures Primary School

Thornhills, Narborough, Leicester, Leicestershire LE19 3YP

Inspection dates: 4 and 5 June 2024

Overall effectiveness **Good**

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

The headteacher is Donna Cecchini. The school is a standalone multi-academy trust, which means that other people in the trust also have responsibility for the running of the school. The trust is run by the chief executive officer, Donna Cecchini, and overseen by a board of trustees, chaired by Suzanne Uprichard.

Ofsted has not previously inspected The Pastures Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Narborough The Pastures Primary School to be outstanding, before it opened as The Pastures Primary School, as a result of conversion to academy status.

What is it like to attend this school?

The Pastures Primary School is a welcoming place where pupils build strong friendships with others.

Pupils interact with each other and staff with courtesy and respect. They are polite and well-mannered. Greeting each other and asking how each other are is normal practice throughout the day for all pupils and staff. Relationships between staff and pupils are warm and nurturing. As a result, pupils are happy and feel safe. There is a family feel to the school. One pupil shared: 'My school is special because everybody is kind, and we treat everybody with respect'.

The school's motto, 'work hard and be kind' alongside its values, 'curiosity, courage, committed and kind,' serve the pupils well. Staff support individual pupils well so they develop their character. The school's parliament provides pupils with a platform to share their views and express their opinions. Pupils are proud to be involved in these roles of responsibility.

In lessons, pupils show high levels of engagement. They consistently follow routines and rise to the high expectations staff have of them. They listen intently and show a real eagerness to do well. Pupils talk about their learning with pride.

Pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), achieve well. Published outcomes for the school are high.

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

Children get off to a strong start in the early years. Curriculum planning ensures that learning in the Reception Year builds on what children have learned in the pre-school. The provision is effectively organised around the different areas of learning. In addition to themed adult-led learning, children can follow their own interests, explore and take learning risks. There are clear routines and high expectations in place. Children show high levels of independence. They can concentrate for sustained periods of time. Children are very well prepared for key stage 1.

The school prioritises reading. Staff are well-trained to deliver the phonics programme. Pupils enjoy reading and can talk about their favourite books in depth and with confidence. The reading curriculum beyond phonics is well-considered. High-quality texts support pupils to develop their knowledge and skills in comprehension and vocabulary. The school provides pupils with a range of enrichment opportunities to develop their love of reading. This includes visits by authors. Pupils' progress and achievement in both phonics and reading is high.

Mathematics is a strength of the school. The curriculum is ambitious and there is clear progression from the early years through to Year 6. Teachers' subject knowledge is secure. Pupils enjoy mathematics and can talk about their learning confidently. They use mathematical vocabulary to explain their thinking and methods. Books show that pupils reason and problem solve regularly. Teachers use assessment effectively to adapt planning so that misconceptions are addressed quickly. Pupils make strong progress in mathematics and achieve high outcomes.

The school has worked hard to develop the wider curriculum and refine sequences of learning for the foundation subjects. The curriculum intent is clear, and subjects are enriched through a range of experiences. However, the ambition of the curriculum in some of the foundation subjects is not yet realised. There is some inconsistency in the implementation and impact of the wider curriculum. 'Quizzing' is used as a tool to check how well pupils remember what they have been taught. Pupils can remember surface level facts and concepts. However, their depth of knowledge and understanding in some of the foundation subjects is not as strong as it could be.

Pupils' behaviour is exceptional. Pupils behave with consistently high levels of respect for others. Pupils consistently display highly positive attitudes to learning and have a strong commitment to their education. Pupils actively support the well-being of other pupils. Pupils are proud of their school. Rewards and awards are directly linked to the school's values. The school's parliament is actively involved in developing the reward system further through the recent introduction of 'Super Dupers'.

Personal development is prioritised. The school's vision for pupils to, 'leave as respectful, tolerant, kind individuals who contribute to society' is considered in all aspects of school life. Pupils understand the importance of tolerance and respect. Pupils access a wide range of clubs and experiences. There is strong take-up of these opportunities. Disadvantaged pupils benefit from this excellent work. There is a wide range of opportunities for pupils to develop their leadership skills. They take great pride in these roles. The way the school goes about developing pupils' character is exemplary.

The school is well led and managed. Leaders are ambitious and the school's vision is clear. Staff are well supported with regards to their workload. Their well-being is carefully considered. Staff enjoy working collaboratively in teams. They value the wide range of training opportunities available to them. Governors fulfil their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The ambitious curriculum intent is relatively new in some foundation subjects. Pupils have not yet built up a thorough understanding of these subjects over time. As a result, there are gaps in pupils' knowledge. The school should ensure that the content the curriculum is embedded consistently well so pupils can achieve highly 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	139620
Local authority	Leicestershire
Inspection number	10288343
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair of governing body	Suzanne Uprichard
CEO of the trust and headteacher	Donna Cecchini
Website	www.pastures-primary.leics.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The Pastures Primary School converted to become an academy in May 2013. When its predecessor school, Narborough The Pastures Primary School was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is a standalone academy trust.
- Thee school does not use any alternative providers.

Information about this inspection

The inspector(s) 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 since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team carried out deep dives in reading, mathematics, physical education (P.E), science and religious education (R.E). For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and reviewed samples of pupils' work.
- The inspection team carried out a wider curriculum review into: art and design, modern foreign languages and history. Inspectors reviewed samples of pupils' work and reviewed curriculum documentation.
- The lead inspector listened to some pupils read to a familiar adult.
- Inspectors met with leaders responsible for behaviour, personal development, the early years, and the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, inspectors: 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 reviewed a range of documents, including the school's self-evaluation and improvement plan. The lead inspector met with members of the local governing body.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, including any free-text comments, as well as the results of Ofsted's survey for school staff.

Inspection team

Luella Dhoore, lead inspector	Ofsted Inspector
Ian Toon	Ofsted Inspector
Karen Lewis	Ofsted Inspector

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