



# Farthinghoe Primary School

## Inspection Report

**Unique Reference Number** 121819  
**Local Authority** Northamptonshire  
**Inspection number** 292228  
**Inspection date** 3 October 2006  
**Reporting inspector** John Eadie

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Main Road
<b>School category</b>	Community		Farthinghoe
<b>Age range of pupils</b>	4-11		Brackley NN13 5PA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01295 710406
<b>Number on roll (school)</b>	40	<b>Fax number</b>	01295 710406
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Sid Atkins
		<b>Headteacher</b>	Paul Hill
<b>Date of previous school inspection</b>	1 March 2001		

<b>Age group</b> 4-11	<b>Inspection date</b> 3 October 2006	<b>Inspection number</b> 292228
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This very small school draws pupils from the village of Farthinghoe and the rural area around, with a small minority coming from further afield. Most pupils are of White British heritage. Very few have English as their second language and all speak and understand English competently. The proportion of pupils with learning difficulties is broadly average. A significant number of pupils have joined the school during the last year in year groups other than Reception. The headteacher has been in post less than a year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good features. Leadership and management are good and are providing clear direction for the school. Strengths and weaknesses have been accurately identified and the weaknesses are being addressed effectively. The new headteacher has made a good start at building on the work under way when he came. For example, standards in science, which were weaker than in other subjects at the last inspection, have been rising in recent years, and this year, were exceptionally high. A number of good strategies have been put in place during the last year that have had an impact on raising pupils' achievement. A good example of this is the work done to raise standards in writing. This has been very effective and standards in the national tests in writing in Year 2 have improved significantly. Pupils' achievement is satisfactory and they make satisfactory progress through the school, though this is improving. In particular, provision for children of Reception age has improved and is now good. These children make good progress. Through the rest of the school, progress is more variable. Pupils make good progress in reading and excellent progress in science. However, progress in writing, although good in Years 1 and 2, is inadequate in Years 3 to 6. The school has begun to challenge the more able pupils in mathematics, recognising that progress for some is not as good as it should be. Standards reached by the time pupils leave are variable, as is usually the case in such small schools, but are generally above average. Teaching is satisfactory and improving as strategies are put in place to raise pupils' achievement. Pupils enjoy coming to school and work hard, because they say that teachers make their lessons interesting. Pastoral care is good and pupils respond well so their personal development is good. As one parent said, 'The school promotes kindness and manners, all taught against a very strong academic framework.' A particular strength of the pastoral care is seen in the way that new children, particularly those who join the school late, are quickly integrated. The school has started a good system for tracking pupils' progress, but this is still in its early stages. It is now keeping a check on their progress so that those who are struggling with their work are identified early. However, the systems to identify what each pupil needs to learn next are not fully in place.

### What the school should do to improve further

- Raise standards of writing in Years 3 to 6 so that pupils achieve as well in writing as in reading.
- Increase the levels of challenge in mathematics in order to raise the proportion of pupils gaining the higher levels in the national tests.
- Set clear targets, particularly in English and mathematics, so that teachers and pupils understand what each pupil needs to learn next.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory and they make sound progress. They reach standards that are generally above average by the end of Year 6. The school sets challenging targets for pupils' achievement and, although most achieve these targets, some of the more able pupils miss their targets in writing and mathematics. Children of Reception age have levels of skills and knowledge broadly in line with those expected when they start school. In past years, they have been starting Year 1 having reached standards in line with expectations for their age after making satisfactory progress. However, provision has improved and last year they made good progress and reached standards above those expected. In Years 1 and 2, progress is satisfactory overall. Progress is good in writing, but too few pupils achieve the higher levels in the national tests, particularly in mathematics. Satisfactory progress continues through Years 3 to 6. This progress varies between subjects. It is outstanding in science, where all pupils gained the higher level in the national tests this year. It is satisfactory in mathematics, though a few more able pupils are not making the expected progress. It is satisfactory in English, but better in reading than writing. Pupils with learning difficulties make good progress as they are supported well.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Since the previous inspection, significant improvements have been made in their spiritual and cultural development. They have a good awareness of the multi-ethnic nature of our society and develop a sense of reflection and wonder. Pupils behave well as they thoroughly enjoy school. They are well aware of the attributes of a healthy lifestyle and take plenty of exercise and know what comprises a healthy diet. However, packets of crisps still find their way into lunch boxes. Pupils are well aware of what constitutes safe practices and are conscious of the risks that exist around the school. They make a good contribution to the school and wider community. Older pupils said that they particularly enjoy the shared reading with younger pupils. Pupils play their role in village life, helping at fêtes, for example. Their sense of responsibility, along with the development of basic skills, is preparing them well for life beyond school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

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## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It has recently been adapted further to meet more fully the needs of the mixed age classes in the school. For example, the two classes are split into three, or even four, teaching groups in the mornings so that a number of key subjects can be taught more effectively. Although this is a recent development, benefits are already beginning to be seen in the pupils' involvement in lessons in these smaller groups. The curriculum is enhanced well by the strong links with a local group of small schools. Pupils are involved in joint projects, benefiting not only their social skills but also stimulating them by working with a wider group of children of their own age. The school plans a range of visitors and visits to broaden the curriculum, particularly to enhance pupils' cultural awareness. There is a satisfactory range of extra-curricular activities, which are enhanced by links with a local secondary school and parents, who offer expertise and run some clubs.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for pupils are good. A strength is the pastoral care, as pupils and their needs are very well known to all adults in the school. This care ensures that pupils feel safe and secure and they respond well by taking their role, for example, in looking after younger children. There is a strong family atmosphere in the school, which has a positive impact on pupils' personal development. Academic guidance and support is developing well. The school has recently put in place good systems to monitor, and set targets for, pupils' annual progress. However, these have not been fully developed to set targets in the shorter term so that pupils know how to improve their work and reach their annual targets.

## **Leadership and management**

### **Grade: 2**

The effectiveness of leadership and management is seen in the thoroughness of the process of self-evaluation. This involves a wide-ranging survey of parents, pupils, staff and governors, leading to a meeting with staff and governors to evaluate the survey and create priorities for the school. The evaluation was accurate and correctly identified the areas for development. Progress towards addressing these areas has already been seen in the raised standards in writing in the national tests in Year 2 and the high standards achieved in science in Year 6. There is a sense of direction and purpose shared by all involved in the school, very ably led by the headteacher. All are fully aware of the school's strengths and weaknesses and share a common determination to address the latter. A process of ongoing monitoring of the effectiveness of provision has been put in place. However, this is in its early stages and the school is well aware of the need to develop it further. Governors are fully involved in the monitoring process and play their part well in the school's management. Good improvements have been made since the previous inspection, particularly in addressing the key issues about the provision for children of Reception age and standards in science. Bearing this in mind, and the quality of the school's self-evaluation, the school is well placed to continue to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

- Thank you so much for your welcome when I visited. I thoroughly enjoyed talking to a number of you and hearing how proud you are of your school. The school is improving rapidly. There are some things that are already being done well. For example, the standards you are reaching in science are outstanding. Many of you are making good progress in your reading, and younger ones are making good progress in writing. You behave very well and work hard. This is largely because all adults know you well and take very good care of you. I was very impressed with the way that new pupils settle in to the school and this is because you are friendly and welcoming. The youngest children, of Reception age, are making good progress as the planning for their learning has improved well. I enjoyed hearing how much you enjoy the visitors into school and the trips that you go on. The ones where you meet up with or work with pupils from other local schools are particularly valuable. Your headteacher and staff know exactly what needs to be done to make the school better. Here are the most important things that I think need to improve and which you can help with:
- Some of you in Years 3 to 6 need to work hard to improve the standard of your writing so that it is as good as your reading.
- Those of you who find mathematics easy should make sure that you have more difficult work to help you make better progress and reach higher standards.
- You should know exactly what you need to do to improve your work. Thank you for your help during the inspection and keep up the good work.