

# Farndon Fields Primary School

## Inspection report

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<b>Unique Reference Number</b>	119980
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339572
<b>Inspection dates</b>	19–20 January 2010
<b>Reporting inspector</b>	Terry Elston

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Horspool
<b>Headteacher</b>	Stephen Snelson
<b>Date of previous school inspection</b>	5 November 2006
<b>School address</b>	Farndon Fields Primary School Argyle Park Market Harborough
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the vast majority of their time looking at learning, observed all teachers teaching and visited 11 lessons. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at: the school improvement plan, the tracking of pupils' progress, curriculum planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations and information from questionnaires completed by pupils, staff and 48 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and achievement of pupils in Key Stage 1
- how well the school ensures that more-able pupils attain the high standards of which they are capable
- the extent to which the school promotes pupils' awareness of the diversity of faiths and cultures in the wider world.

## Information about the school

This is a smaller than average school of its type with the vast majority of pupils coming from White British families. Numbers have fallen significantly over the last five years, which has necessitated losing some staff. The proportion of pupils with special educational needs and/or disabilities is average. The majority have moderate learning difficulties. A very small minority of the pupils are at an early stage of learning English. The proportion of pupils eligible for free school meals is average. The school has gained the Healthy Schools Standard.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a satisfactory education for its pupils. They get off to a good start in the Early Years Foundation Stage, and then make steady progress in Key Stage 1. Here, while the teaching is satisfactory and sometimes good, the teachers do not always pay sufficient attention to the wide range of abilities in the class. This means that the less-able pupils occasionally struggle with the work, while the most able find it too easy. In Key Stage 2, many pupils make good progress because there is a higher proportion of good teaching. This explains why attainment by Year 6 in the national tests in English and mathematics is consistently above average, and that for science is well above. Attainment is improving year by year. Progress, overall, is satisfactory because the more-able pupils are given too few opportunities to race ahead at their own pace, and they just do more of the same work as the rest of the class. In addition, the quality of marking varies from class to class, and does not always make it clear to pupils how to attain higher standards.

Pupils enjoy school, and attendance is good. They feel safe because adults take such good care of them. They develop their personal skills well, and relish taking responsibility for their community. For example, the school council and eco committee take their duties seriously, and give other pupils an important voice in improving their school. Pupils reflect deeply on issues such as poverty in developing countries, and raise funds enthusiastically to support local and global causes. Although pupils' spiritual, moral and social development is good, few have a thorough awareness of the realities of life in the wider world and of its range of cultures, and the school has no systems in place to evaluate this aspect of pupils' development.

The school has revised the curricular planning over the last year, and pupils say how it makes learning more fun. The curriculum links subjects together well, and provides some good opportunities for pupils to hone their literacy and numeracy skills in all subjects. There is a good range of popular clubs at lunchtime and after school to enhance the curriculum.

The headteacher has done well in his first two years, and has made good improvements that have raised attainment in English and mathematics. He has faced some significant challenges, but staff appreciate the way he manages change at a sensible pace. The headteacher is supported well by other leaders who share his ambition and high expectations for the school. The subject leaders, many new to their role, support teachers satisfactorily in their areas of responsibility. These leaders are currently developing their expertise in using numerical information on pupils' performance to identify underachievement, and in evaluating the teaching and learning first hand. Falling rolls have made the budget tight in recent years, but effective action to reduce

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the deficit and sound use of the resources available mean the school provides satisfactory value for money. It has made significant improvement since the last inspection, particularly in pupils' attainment, systems for self-evaluation and the opportunities to develop literacy and numeracy skills in all subjects. These, together with the challenging targets in future planning, show it has a good capacity to improve further.

**What does the school need to do to improve further?**

- Increase the proportion of good or better teaching to accelerate pupils' rate of progress by:
  - teachers providing work at the right level to ensure that pupils of all abilities make at least good progress;
  - making sure that the marking of pupils' work shows them clearly how to improve;
  - giving subject leaders more responsibility for using numerical information on pupils' performance to check on progress, and for evaluating the quality of teaching and learning.
- Enhance pupils' cultural awareness by:
  - giving them more first-hand opportunities to learn about different faiths and cultures in the wider world;
  - evaluating the impact of these measures on their understanding.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Although pupils enter Year 1 well prepared by the Early Years Foundation Stage class, disruptions in the staffing at Key Stage 1 have hindered their progress in the past and attainment fell. Now, with a settled staff, pupils make satisfactory progress, and attainment shows a marked improvement on that of previous years. Pupils work hard at the tasks set for them, and are doing well in their reading because the work matches their levels of ability.

At Key Stage 2, progress quickens, and the large majority of pupils attain the nationally expected levels in English, mathematics and science by Year 6. Science is a particular strength, because progress by all groups of pupils is good. In English and mathematics, the more-able pupils could do better, and too few attain higher levels in their work. They fly through the tasks set for them, but these do not always ask enough of their abilities and they sometimes have to wait for the others to catch up.

Pupils with special educational needs and/or disabilities, including those with moderate learning difficulties, make satisfactory progress. The few who speak English as an

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additional language are supported well and make similar progress to other groups. Pupils show a pride in their school and persevere well with their work. The vast majority behave well, and there are few acts of bullying or racism. Their good awareness of how to live a healthy life is evident in the way they talk with authority of the best foods to eat and the importance of taking regular exercise. Few, however, take up the option of a healthy school lunch. By the time they leave, pupils are well prepared for the future because of their good basic literacy and numeracy skills, strong sense of teamwork and enthusiastic participation in activities such as managing a party for local elderly people at Christmas.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Pupils say that their teachers are really good at making learning enjoyable. They respond very well to the proficient way teachers use the interactive whiteboards to illustrate topics and remind them of the learning expected in the lesson. Teachers show good subject knowledge, and are adept at explaining things in different ways when pupils struggle to understand. Learning is rapid in science, because teachers set pupils

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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exciting challenges to make the best of all learners' abilities. In English and mathematics, teachers occasionally talk to the whole class for too long, and do not adapt work well enough for all abilities, hindering the progress of the highest and lowest attaining groups. Pupils are respectful of their teachers and each other because relationships are very good. Teaching assistants make an important contribution to pupils' learning as they work effectively with small groups and support individuals who need extra help.

Teachers assess pupils' work diligently, and their marking offers fulsome praise for their efforts. Assessment does not always give sufficient guidance on how to move on to the next level.

The new curricular planning links subjects together well. It makes learning interesting for pupils and helps them develop a wide range of skills through topics, such as 'the seaside'. The curriculum does not identify sufficiently the sort of challenging tasks that would ensure more-able pupils made the most of their talents. The well-planned personal, social and health education provision ensures that pupils gain a thorough awareness of health and safety issues, including when using the internet. The effectiveness of this provision has been recognised by the Healthy Schools Standard.

Parents and carers justifiably feel that the school cares for their children well. Most speak highly of the comprehensive arrangements for their children when they enter the Early Years Foundation Stage class and leave Year 6. Pupils whose circumstances make them vulnerable benefit from sensitive support and flourish as a result. There are rigorous systems to encourage good attendance that have reduced absences significantly in recent years. The systems for identifying pupils who need extra support for their learning are generally good, although more-able pupils do not always get the guidance they need to make the best of their talents.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has established a team of staff committed to providing equal opportunities for all pupils, irrespective of learners' backgrounds. He has introduced good systems to track pupils' progress that enable the school to evaluate its provision and performance accurately and to rectify weaknesses in pupils' achievements. The leaders tackle any form of discrimination rigorously, and employ robust safeguarding systems that help to make the school a happy and secure place. One parent's view,

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typical of many, is that the school has a 'warm and friendly feeling with a strong ethos of being kind to each other and working hard'.

The senior leaders evaluate the quality of teaching and learning regularly to give them a clear view of the school's strengths and weaknesses. Subject leaders are starting to do this, but do not yet take sufficient responsibility for analysing progress and checking on the effectiveness of teaching at first hand.

The leadership benefits from effective partnerships with the church, other schools and local organisations that help to raise standards and enhance provision for learning, such as in science, sport and music. There is a strong base from which to expand further.

Community cohesion is promoted adequately in the locality, through good links with parents and carers, teaching pupils about different faiths, celebrating a wide range of religious festivals and inviting visitors representing different cultures to school. The school is only just starting to establish links with schools and organisations further afield, that would give pupils first-hand knowledge of how people from contrasting cultures live and worship.

The governors support the school well and have a satisfactory understanding of its strengths and weaknesses. They contribute well to the setting of the school's priorities, and are beginning to hold the school to account.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

The provision for children in the Early Years Foundation Stage is good. Their attainments on entry are those typically found nationally at this age, but boys' skills are generally



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less well developed than those of girls. The effective, lively teaching means that all make good progress, and both boys and girls leave well prepared for Year 1. The good care and support enable them to develop their personal and social skills particularly well. Their behaviour is good, and they soon grow into confident, independent learners.

Parents and carers are full of praise for the good teaching that makes children enjoy school so much and want to attend every day. They are also very appreciative of the way staff, 'actively encourage parents to be involved in their children's learning'. All adults are very good at making learning fun. For example, children enjoy reading the story about the owl who is afraid of the dark, and building impossibly high towers of bricks outside. Staff observe and record children's progress and their participation in class discussions carefully, and use this information well to plan the next steps in learning.

The curriculum is planned well to provide children with a good balance of work and play. Adults use the outdoor area creatively so that children continue their learning outside. The area is generally well equipped, although there is a lack of challenging climbing equipment outside to develop children's physical skills and help them learn to take calculated risks.

The leadership and management are good. The staff work very closely as a team to enable children to develop a love of learning. They have a clear understanding of how to improve the provision in order to raise achievement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The large majority of parents and carers are happy with the provision for their children. They feel their children are safe and well prepared for the future. Nearly all say that behaviour is good. They believe the school is well led, and that the headteacher has made good improvements. The vast majority are adamant that their children enjoy school. These comments reflect the inspection findings. A small minority are concerned that the new staffing arrangements for supporting the learning of pupils with special educational needs and/or disabilities are less effective than before, that they are inadequately informed about their child's progress and are not well prepared for the future. Inspectors found no evidence to support these concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Farndon Fields Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	46	24	50	1	2	0	0
The school keeps my child safe	20	42	28	58	0	0	0	0
The school informs me about my child's progress	15	31	23	48	7	15	1	2
My child is making enough progress at this school	15	31	27	56	4	8	1	2
The teaching is good at this school	19	40	23	48	3	6	0	0
The school helps me to support my child's learning	18	38	28	58	2	4	0	0
The school helps my child to have a healthy lifestyle	22	46	25	52	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	25	23	48	7	15	0	0
The school meets my child's particular needs	17	35	24	50	4	8	1	2
The school deals effectively with unacceptable behaviour	12	25	31	65	3	6	2	4
The school takes account of my suggestions and concerns	17	35	22	46	4	8	0	0
The school is led and managed effectively	19	40	22	46	5	10	0	0
Overall, I am happy with my child's experience at this school	21	44	21	44	4	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 January 2010

Dear Pupils

Inspection of Farndon Fields Primary School, Market Harborough, LE16 9JH

Thank you for making the inspectors so welcome when they visited your school. We really enjoyed seeing you work hard in lessons and get on so well with each other. Your school is satisfactory, which means that while many things are good, some could be better.

This is what we found out about your school.

You concentrate well in lessons and make satisfactory progress.

The youngest children get a good start to school.

You behave well and make good friends.

You know a lot about how to live healthy lives and stay safe.

You think a lot about people in the world who are not as fortunate as you.

Your headteacher and other leaders help the school to keep improving.

The activities provided for you are interesting, and you enjoy the many clubs at lunchtime and after school that teach you important skills in things like music and sport.

Your teachers make learning enjoyable and help you when you find things difficult.

All staff at the school do everything they can to keep you safe.

To make your school even better, we have asked your teachers to:

- make sure that they give you work that is not too easy and not too hard
- tell those in charge of subjects to help them do this
- give you more opportunities to learn about the lives of other people in the world.

Good luck for the future and make sure you come to school every day.

Yours sincerely

Terry Elston

Lead inspector

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