

# Farthinghoe Primary School

Main Road, Farthinghoe, Brackley, NN13 5PA

**Inspection dates** 24–25 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The executive headteacher and senior teacher, with the strong support of governors, lead the school extremely well. Together, they ensure that teaching and achievement are consistently outstanding.
- The school benefits from the challenge and support provided by an experienced governing body, which is involved in all aspects of the school's life.
- Excellent leadership of the early years provision ensures that children settle quickly and make rapid progress in all key areas of learning, especially in literacy and numeracy.
- All adults work together as a very effective team. Teachers and teaching assistants are very effective in providing support to any pupil in need of extra help.
- Pupils' excellent behaviour contributes much to the school's happy, calm and nurturing learning environment.
- Pupils are exceptionally well looked after. They know they are kept very safe and parents are equally convinced that their children are safe.
- Pupils display very positive attitudes to learning. They want to please their teachers and try their best in lessons.
- Achievement is outstanding because pupils make excellent progress and standards in reading, writing and mathematics are consistently well-above average at the end of Year 6.
- Excellent provision for disabled pupils and those who have special educational needs ensures that these pupils make exceptional progress.
- Provision for pupils' spiritual, moral, social and cultural development is excellent. They learn the importance of tolerance and respect for others and are well prepared for the next stage of their education.
- Attendance is well-above average and pupils are rarely late for school. This is because parents are highly supportive of the school and want to do all they can for their children to succeed.
- Because of the small number of staff, teachers have limited opportunities to share good practice with others.

## Information about this inspection

- The inspector observed pupils' learning in four lessons. The executive headteacher joined the inspector in reviewing pupils' written work.
- The inspector observed one assembly and made a number of short visits to classrooms.
- Discussions were held with pupils, staff and the Chair of the Governing Body. A telephone conversation was held with a representative of the local authority.
- The inspector took account of the views of 23 returns from parents to the online questionnaire, Parent View. The inspector also talked to parents at the end of the school day.
- The inspector observed the school's work, heard pupils read and looked at a number of documents, including: the school's own information about pupils' learning and progress; planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information; and health and safety documentation.
- The inspector analysed 12 questionnaire responses from staff.

## Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- Children in the early years provision attend full time.
- The school is organised into three classes in the mornings: Reception and Years 1 and 2; Years 3 and 4; and Years 5 and 6. In the afternoons, there are two classes, when Years 3 to 6 are combined as one class.
- Nearly all pupils are of White British heritage.
- A below-average proportion of pupils are supported through the pupil premium. This is additional government funding for pupils known to be eligible for free school meals and those who are looked after.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- There were too few pupils in Year 6 in 2014 to report, reliably, on whether the government's current floor standards were met. Floor standards set the minimum expectations for pupils' attainment and progress.
- In January 2012, the headteacher at Greatworth Primary School became the executive headteacher for both Farthinghoe and Greatworth.
- During the period of the inspection, almost all pupils in Years 4, 5 and 6 were out of school on a week's residential visit.

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

- Increase opportunities for teachers to share their excellent practice and learn from equally exceptional practice in other schools.

## Inspection judgements

### The leadership and management are outstanding

- The executive headteacher and senior teacher, with the strong support of staff and governors, lead the school exceptionally well. They create a culture in which teaching is of consistently high quality and pupils' enthusiasm for learning and excellent behaviour lead to their outstanding achievement. As a result, well-above average standards have been maintained since the last inspection and pupils are well prepared for the next stage of education.
- The school's leaders continually seek to make improvements. Through lesson observations, checks on pupils' work and their vigilance around the school, senior leaders monitor the quality of teaching and accurately evaluate its impact on pupils' progress. Consequently, leaders ensure that pupils who need extra help are readily identified and additional support helps to accelerate their progress. The leadership of teaching ensures its consistently high quality and positive impact on the achievement of all pupils.
- Subject and other leadership responsibilities are distributed among the small number of teachers in the school, so all play a full part in driving improvement forward. They provide one another with strong mutual support, based on a very secure understanding of where further improvements can be made. However, the small number of staff restricts opportunities for teachers to share good practice with others so as to improve the quality of their work.
- The curriculum engages pupils' interest and promotes their high literacy and numeracy skills. Pupils' creativity is developed through the range of subjects and topics taught and the outcomes are seen in the impressive artwork on display.
- The curriculum is enhanced through visits to places of interest and residential visits, which broaden pupils' horizons and increase their self-confidence. Staff make sure that all pupils have equal opportunity to take part in all the school provides and discrimination of any kind is not tolerated.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through, for example, art, music and the mutual respect and tolerance of cultural differences that the school so strongly upholds. These values are demonstrated daily by adults in their relationships with pupils and provide a climate in which pupils accept clearly defined boundaries of what is right and what is wrong. Together with elections for positions of responsibility, which help pupils understand the democratic process, these core values prepare pupils well for life in modern Britain.
- Very good use is made of the pupil premium to support disadvantaged pupils. For example, access to activities outside lessons and provision of extra help in class where needed ensure that the progress of pupils eligible to extra funding is equal to that of their peers.
- The primary school sport funding is used well. The funding supports teachers in developing their skills in physical education and enables pupils to participate in a wider range of sporting activities. Consequently, pupils develop a good appreciation of the importance of physical exercise to their health and well-being.
- Following the removal of National Curriculum levels, the school has collaborated with Greatworth Primary School to develop common assessment procedures. As a result, procedures are comprehensive and helpful to all staff.
- The local authority provides minimal support, because it accurately evaluates the school's performance as consistently outstanding.
- Safeguarding arrangements meet requirements. All adults are carefully checked for their suitability for working in school and are well trained in how to care for the pupils.
- **The governance of the school:**
  - The school benefits from the support of a very effective governing body.
  - Governors are properly proud of the school's performance but are not complacent. They challenge and

support leaders exceptionally well. They examine closely all the statistical information on pupils' attainment and progress to confirm that all are achieving well enough.

- With the executive headteacher, governors set and review conscientiously the priorities and targets for improving the school. Consequently, the school is constantly improving.
- Governors know what the impact of the management of staff performance has on teaching quality. They know what the quality of teaching is and apply the link between teachers' pay and pupils' progress.
- Governors ensure that all spending is sharply focused on improving provision for pupils and closely check the use of pupil premium funding to ensure that it is used to benefit the disadvantaged pupils for whom it is intended.
- Governors ensure that all legal requirements, including those relating to child protection and safeguarding, are met.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Parents, staff and governors agree with inspection findings that behaviour is excellent. Pupils are polite and considerate to each other and to adults. All are very keen to learn and are willing to persevere when they find work difficult. Their very positive attitudes to learning make a significant contribution to their outstanding achievement.
- Behaviour logs confirm that incidents of misbehaviour are extremely rare. The foundation for pupils' excellent behaviour is laid in Reception. Children quickly learn and accept adults' expectations of behaviour because they feel valued and know they are part of a safe and caring learning community.
- There is a calm and purposeful atmosphere when pupils are working. At break and lunchtimes, pupils of different ages play well together and the dining hall provides all with a most enjoyable social experience.
- Pupils are keen to take responsibility. As elected ambassadors for road safety, community or the environment, they contribute strongly to school life.
- Pupils' great enjoyment of school is seen in their well-above average rates of attendance and excellent punctuality at the start of the day.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Access to the school is secure and all visitors are appropriately checked. All staff are rigorously checked prior to appointment.
- Pupils feel very safe in school and are rightly confident that adults will look after them if they have any concerns. They understand that there are different types of bullying and are emphatic that they cannot think of any incidents of this type. They understand how to keep themselves safe, including when using the internet, at school and in the community.
- Parents who responded to the online survey unanimously agreed that their children are kept safe. Those spoken to during the inspection echoed the view that this is a harmonious and welcoming school in which their children are safe.

## **The quality of teaching** is outstanding

- Successful teaching is based on the secure subject knowledge of staff and their high aspirations for what pupils can achieve. Very effective class management and excellent relationships ensure that pupils concentrate on their work without distraction.
- Staff know individual pupils exceptionally well and make sure that work is challenging for all abilities. Teachers constantly check that pupils understand their work. Consequently, they are able to give help as soon as any pupil experiences difficulties. This close scrutiny underpins pupils' rapid progress.

- Pupils' books confirm that reading, writing and mathematics are taught very successfully across all year groups. Consequently, pupils gain great confidence and competence in using these skills. The very effective teaching of phonics (letters and the sounds they make) underpin pupils' increasing confidence in reading and writing as they move through the school. Reading records show that pupils read widely. They are very competent in reading to access information and for pleasure by the time they leave school.
- The very effective teaching of mathematics ensures that pupils gain increased confidence and ability to apply all key numerical skills in solving problems. Teachers make very good use of information and communication technology to support learning. For example, a group of Year 1 pupils successfully used computers to test their own skills of addition and subtraction.
- Teaching assistants are well trained and work very closely in partnership with teachers to ensure that all pupils who require extra help receive the right level of support. The carefully planned support they provide, especially for disabled pupils and those who have special educational needs, helps pupils to learn very successfully.
- Pupils' books are marked thoroughly and provide pupils with clear guidance on how they can improve their work. Pupils say that teachers' marking is helpful because it enables them to see exactly what they have done well and what they need to do in order to make their work better.

### The achievement of pupils

is outstanding

- Pupils make excellent progress across the school and reach standards in reading, writing and mathematics that are consistently well above the national average at the end of Year 6.
- Inspection findings from reviews of pupils' work in their books and reliable school-assessment information show that the progress of pupils currently in Year 6 matches the excellent progress of pupils in previous years. All are on track to achieve equally high standards in the current year.
- Children start in Reception with levels of skills and knowledge that are generally typical for their age in most areas of learning, but vary because year groups are small. From these starting points they make rapid progress to reach a good level of development and are well prepared for entry to Year 1.
- Work in Key Stage 1 builds well on the very good start they make in Reception. Pupils make good progress in their ability to link letters and sounds and reach the nationally expected standard in the Year 1 phonics screening check. Standards in reading, writing and mathematics improve rapidly in Years 1 and 2, and are consistently well-above average at the end of Year 2.
- The rapid rate of progress continues in Key Stage 2. By Year 6, for example, pupils' work shows that almost all read fluently. For example, they access many sources of written evidence to research different subjects. In mathematics, they successfully solve problems stated in words covering several stages of difficulty using a variety of strategies.
- Pupils' writing skills improve because there is a consistent emphasis on the development of spelling, punctuation and grammar across all classes. These skills are reinforced when pupils write at length and were seen, for example, in their work on: '100 Years of Europe' and 'The First World War'.
- There were too few pupils known to be eligible for the pupil premium in both key stages in 2014 to comment on their attainment without identifying them. However, the additional support provided ensures that disadvantaged pupils make rapid progress and achieve as well as other pupils.
- Disabled pupils and those who have special educational needs make excellent progress from their differing starting points because they receive excellent support from highly effective leadership. Staff have a detailed knowledge of pupils' needs and additional support is carefully tailored to meet those needs.
- Challenging work is set for the most-able pupils and they respond very well. Consequently, almost all

achieve Level 5 or above in reading, writing and mathematics by the end of Year 6. Most pupils currently in Year 6 are already well ahead of the levels pupils are expected to reach at the end of the key stage.

### **The early years provision**

**is outstanding**

- Exceptionally strong links with parents help children to settle quickly when they enter Reception. High expectations and the consistent reinforcement of daily routines in a nurturing environment establish a firm base for children's excellent behaviour. They learn to care for each other and to share when they are playing together.
- Outstanding leadership of the early years provision ensures that adults work closely together to ensure that teaching is of a consistently high standard. Staff provide children with a stimulating range of indoor and outdoor learning activities, and a very good balance between those that are adult-led and those that are child-selected. Children benefit from being taught alongside older pupils in this mixed-age class and show a maturity beyond their years when working independently.
- Staff use assessment very effectively to check progress and, because the children are so well known, close attention is given to each child's individual needs. As a result, early reading, writing and number skills develop quickly. Parents are kept fully informed of their children's progress and home-school books enable parents to keep the school informed of the interesting things that children do at home. These enable all adults to build on children's particular interests.
- The setting provides children with excellent care. Parents speak highly of the quality of early years provision. They are very pleased that their children enjoy coming to school and with the progress they are making.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	121819
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	449631

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

<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>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Thorley
<b>Headteacher</b>	Fiona Toman (Executive Headteacher)
<b>Date of previous school inspection</b>	24 February 2010
<b>Telephone number</b>	01295 710406
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