

Inspection of Farthinghoe Primary School

Main Road, Farthinghoe, Brackley, Northamptonshire NN13 5PA

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sharon Turner. This school is part of the Warriner Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer/executive headteacher, Annabel Kay and overseen by a board of trustees, chaired by Duncan Raper.

Ofsted has not previously inspected Farthinghoe Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Farthinghoe Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish in this small, caring and very happy school. Staff work in very close partnership with parents and carers and the community to deliver a positive experience for pupils. The school develops pupils' knowledge and confidence through a highly ambitious curriculum.

Pupils achieve well in their learning. The mixed-aged groupings support the school's aspirational ethos with lesson activities challenging pupils to aim high. The school has high expectations for pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils are well prepared for the next stage of their education. Most pupils have strong attitudes to learning in their lessons. However, a small number do not focus sufficiently on what is being taught and they can become distracted.

Pupils feel safe and that there is always an adult to talk to if they need advice. Bullying is not tolerated. The school develops pupils' independence and character. Pupils rise to the school values and understand the importance of being kind.

Pupils enjoy many leadership responsibilities. These include being on the student council or being reading ambassadors. Pupils also develop their interests at the growing number of clubs they can attend after school. Leaders ensure that all pupils can take part in these activities.

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

Leaders have designed an ambitious, broad and rich curriculum which the school adapts for its pupils. This starts in the early years where staff provide a wide range of language-rich experiences for children. The curriculum is carefully sequenced, so pupils' knowledge builds up step by step through the years. In history and geography, pupils develop a strong sense of enquiry, asking probing questions such as 'how' and 'why' something has happened in the way it has. This sense of enquiry runs across all subjects.

Teachers ensure that pupils can connect what they are learning now to what they have learned before. Pupils develop strong problem-solving skills. They show resilience when presented with a challenge, applying the school's mantra, 'I can't do it ... yet!' Children in the early years receive exceptional provision which enables them to be fully prepared for Year 1 and beyond. They thrive as a result of the close personal teaching as well as being able to work alongside older pupils, so helping them to develop strong social skills.

Leaders have put in place effective staff training and guidance. As a result, teachers have strong subject knowledge. Teachers explain new subject content clearly. They design activities which allow pupils to discuss their learning enthusiastically with each other. Teachers typically check pupils' learning regularly and address any misconceptions. On occasion, when this does not happen, some pupils do not gain a secure enough understanding in their learning. This means that sometimes they can struggle to progress to more challenging work.

Pupils with SEND benefit from the small teaching groups and consistent support. For example, adults work with them in the classroom to develop their knowledge and independence. This means pupils with SEND can access the same ambitious curriculum as their peers.

Reading is at the heart of the curriculum. The teaching of phonics is strong and highly personalised. Any pupils who struggle to learn to read are given extra support. This means that any gaps in their phonic knowledge are addressed. Pupils encounter a rich range of diverse texts which helps them develop and use a wide vocabulary.

The school has established an age-appropriate and well-thought-out programme to support pupils' personal development. Teachers explain important topics, such as healthy relationships and different types of families, sensitively. Pupils, including those in the early years, visit places that enrich their understanding of the curriculum. For example, pupils visit local farms, places of worship and museums. The school promotes tolerance and respect for different beliefs, cultures and ways of life. Pupils learn how to keep safe, including online.

Leaders have robust systems for ensuring pupils attend school regularly and on time. They work with families to promote the value of high attendance and its impact on learning. As a result, pupils' attendance is higher than average.

Staff are very positive about working at Farthinghoe Primary School. They appreciate the many professional development opportunities on offer through the wider trust. Trustees and governors know the school well and fulfil their statutory responsibilities with diligence. They hold leaders to account for the quality of provision and consider staff well-being. Parents are exceptionally positive about their child's experiences at school. One parent said, reflecting the views of many, "My daughter comes home full of beans about her day."

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not take sufficient account of pupils' questions and address misconceptions quickly enough. This means that some pupils' knowledge of important subject content is not as embedded as it should be. The school should ensure that staff check pupils' learning consistently and adapt their teaching as appropriate.
- On occasion, some pupils become distracted and lose focus during lessons. When this happens, these pupils do not learn and remember what they have been taught as effectively as they could. The school should ensure that staff consistently have high

expectations for pupils to have purposeful attitudes to learning and to sustain their engagement in lessons.

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	146008
Local authority	West Northamptonshire
Inspection number	10375483
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	Board of trustees
Chair of trust	Duncan Raper
CEO of the trust	Annabel Kay
Headteacher	Sharon Turner
Website	www.farthinghoeprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Warriner Multi-Academy Trust.
- The school does not currently make any use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other senior leaders, including those responsible for safeguarding. They also met with members of the governing body and representatives from the trust.
- Inspectors carried out deep dives in these subjects: early reading, science, and mathematics. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers and spoke to some pupils about their learning.
- Inspectors also considered the curriculum in other subjects.
- The inspectors spoke with groups of pupils and observed their behaviour at breaktime and lunchtime.
- To evaluate the effectiveness of safeguarding, the 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.
- The views of pupils, parents and staff were considered through discussions and through looking at information collected from Ofsted's online surveys.

Inspection team

Susan Maguire, lead inspector

His Majesty's Inspector

Dawn Ashbolt

Ofsted Inspector

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