

Farmborough Church of England (VC) Primary School

The Street, Farmborough, Bath, BA2 0FY

Inspection dates 16–17 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher provides exceptional and inspired leadership. Her aspirations for the school are shared by staff, governors and parents and carers alike. This means that all are committed to providing the best education possible for the pupils who attend the school.
- Pupils' achievement is outstanding. They make excellent progress in reading, writing and mathematics as well as in other subjects such as information and communication technology.
- A significant proportion of pupils make much more progress from their starting points than that expected by the time they leave Year 6.
- The great majority of teaching is outstanding. It caters extremely well for all groups of pupils including disabled pupils and those with special educational needs.
- Pupils' behaviour is exceptionally good in lessons, around the school and in the playground. They emphatically say that there is no bullying and that incidents of unacceptable behaviour are extremely rare.
- Pupils feel extremely safe in school. They take great pride and enjoyment in effectively fulfilling the wide range of responsibilities they are given, from running 'wake and shake' sessions to being responsible for the school office at lunchtimes.
- The governing body has exceptionally good knowledge of how well the school is performing, and the high quality of teaching and learning. They challenge the leadership robustly while providing wholehearted support and commitment to its work.

Information about this inspection

- The inspector observed seven lessons, four of which were joint observations with the headteacher. She also observed the teaching of phonics (letters and letter combinations and the sounds they make) and 'magic maths'. In addition, the inspector heard pupils from Years 2, 4 and 6 read as well as examining pupils' work and discussing it with them.
- A wide range of school documentation was analysed and evaluated including that relating to safeguarding, assessment data, school development plans and monitoring records.
- The inspector held meetings with the school's teaching staff as well as pupils and representatives from the governing body. A telephone conversation was held with the school improvement advisor from the local authority.
- The 27 responses to the questionnaire on the Parent View website were analysed as well as the letters sent by parents and carers. The 13 responses to the staff questionnaire were also taken into consideration.

Inspection team

Christine Huard, Lead inspector

Additional inspector

Full report

Information about this school

- Farmborough is much smaller than most primary schools. It serves the village in which it is situated but almost half of the pupils come from further afield to attend the school.
- There are four mixed-age classes which may change from year to year as group sizes change. This year the make up is: Reception and Year 1, Years 2 and 3, Year 4, and Years 5 and 6.
- The school has a lower proportion of pupils supported through school action than most other schools. The proportion of pupils supported through school action plus or with a statement of special educational needs is much higher than in most schools.
- The proportion of pupils known to be eligible for the pupil premium is lower than the average.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast and after school club on-site for pupils aged 3–11.
- There is an independently managed pre-school on site which was not part of this inspection.

What does the school need to do to improve further?

- Raise the achievement of the very few pupils out of all those with special educational needs who do not make the same amount of progress as their peers by:
 - fine-tuning the tasks set to meet their needs precisely
 - ensuring that the teaching assistants working with the pupils are fully aware of pupils' needs and how to address them
 - ensuring that class teachers carefully monitor the provision and progress of these pupils to ensure their needs are fully met.

Inspection judgements

The achievement of pupils is outstanding

- The attainment of children when they join the school varies greatly from year to year. They make excellent progress in the Reception Year because activities are exciting and they quickly become absorbed in, and excited by, their learning.
- Attainment at the end of Year 6 varies considerably from year to year because of the small numbers of pupils in each group. The proportion of pupils who have more difficulty with their learning also affects results.
- The school's documentation clearly shows that pupils make outstanding progress and this was substantiated by the work examined. Pupils in every year group do extremely well because the quality of provision and teaching is consistently high.
- Reading is a particular strength and attainment is high because there is an excellent programme which teaches phonics throughout the school as well as regular guided reading sessions. The

range of books and readers is excellent and cleverly selected to meet the interests of pupils so they are inspired to read. One older pupil explained, 'I love the way it takes over my imagination.'

- Pupils' writing is of high quality. Tasks set are exciting and often relate to whole-class topics. Pupils' efforts are invariably imaginative and creative. They are encouraged and expected to pay good attention to the basic skills of grammar, punctuation and spelling from an early age. As a result their creativity is not suppressed because checking these becomes part of the normal way of working.
- Attainment and progress in mathematics required attention after the previous inspection. The school has dealt with the issues raised and pupils are now very confident and able to apply their mathematical skills exceptionally well to investigate and solve problems. 'Magic maths', one-to-one sessions help provide quick-fire solutions to short-term problems extremely effectively.
- Pupils benefit from having many excellent opportunities to use their literacy and mathematical skills across other subjects which very successfully consolidate their knowledge and understanding.
- The great majority of disabled pupils and those who have special educational needs make progress similar to their classmates. However, a very few do not always make outstanding progress. The school has taken action to address this but it is too soon to see the full impact of this.
- The progress of pupils who are eligible for pupil premium funding is meticulously tracked and their needs considered very carefully. As a result the support provided enables them to make the same outstanding progress as other pupils.

The quality of teaching

is outstanding

- Pupils learn highly effectively because teaching is of exceptional quality across the school. Teachers are confident, have excellent subject knowledge and endeavour at all times to motivate and inspire their pupils.
- Pupils are eager to learn because, as they said to the inspector, 'Teachers really try to make lessons fun and interesting so we can enjoy ourselves as well as learn.'
- Teachers have high expectations of what their pupils can achieve. They challenge pupils highly effectively through tasks which are fine-tuned to meet individual need. They use a wide range of strategies to inspire and motivate pupils such as hot-seating and role play and as a result pupils become totally engrossed in their learning.
- The needs of all groups of pupils are carefully considered when teachers plan their work. As a result the support for pupils eligible for pupil premium funding, as well as for disabled pupils and those with special educational needs, is carefully targeted to enable them to make at least good, and usually outstanding progress, towards their individual targets.
- Teaching assistants work very closely with class teachers and are organised extremely well. They are very skilled in asking questions. As a result they are able to provide support which moves pupils on very effectively.
- Teachers involve pupils extremely well in their learning. Questions are skilfully formulated to not only gauge the level of pupils' understanding but also to extend their thinking and ideas.
- Pupils are expected to become independent and responsible learners. When working together in small groups they allocate tasks, discuss maturely and carefully record their findings with the minimum of fuss and maximum enthusiasm, making the best use of time available.
- Marking is excellent and helps pupils move forward in their learning. Comments are constructive and helpful and teachers expect pupils to respond to them. An examination of pupils' work showed clearly how pupils succeeded in improving their work after suggestions made by the teacher.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is impeccable. They are extremely polite, helpful and enthusiastic about their school: 'It's amazing', said one; 'I wouldn't want to change anything', said another. Their enthusiasm spills over into their learning where their positive attitudes and exuberance are reflected in the wholehearted involvement in, and concentration on, the tasks they are set.
- Behaviour around the school and in the playground is excellent. The playground is a happy and harmonious place. Pupils look out for each other. Older pupils ensure that the younger ones are happy and have someone to play with.
- Pupils' agree that behaviour is excellent and that what the inspector observed was typical. This is confirmed by the school's documentation in which the very few examples of behaviour that is less than acceptable are meticulously recorded.
- The pupils are emphatic that there is no bullying. They have an excellent understanding of different types of bullying such as cyber bullying and physical and emotional bullying and what to do should it occur.
- They are provided with regular high-quality information about how to keep themselves safe, for example, on the internet. They eagerly recall the headteacher's assemblies which deal with this. As a result they feel very safe in and around the school.
- Pupils spend the maximum time available to them to learn. Attendance is above average. The school has an excellent first day call system in place to check up on any absences, and an extremely robust approach to the non-authorisation of term-time holidays. Punctuality is excellent.

The leadership and management are outstanding

- The headteacher is passionate about the school and the opportunities for learning provided for the pupils. The whole staff work together exceptionally well as a team and all are extremely ambitious for their pupils and committed to ongoing improvement. The vision is shared by all.
 - All teachers have leadership roles. They have been provided with carefully selected training to enable them to fulfil these highly effectively. Performance management targets have been instrumental in helping them to develop and fine-tune their skills so that the provision is of high quality. There have been ongoing improvements in teaching, learning and achievement which demonstrate the school's excellent capacity for further improvement.
 - Monitoring is rigorous and all teachers are accountable for the progress their classes make. Performance management is robust and closely linked to teachers' progression through the salary scales.
 - The response of parents and carers on Parent View was extremely positive and demonstrates the high level of support the school commands. Parents and carers fully subscribe to the vision for the school and are actively encouraged to play an active role in their children's learning. The provision of home school books which provide a myriad of useful information enable them to do this most effectively.
 - The exciting curriculum enthuses and motivates the pupils. It includes Forest School activities which successfully develop pupils' personal and independence skills. It is reviewed regularly along with pupils' progress to ensure that pupils' needs are being met effectively.
 - A conversation with the local authority confirmed that the school has required no more than light touch support in the period since the last inspection.
- **The governance of the school:**
- The governing body has an excellent understanding of the strengths of the school and what it is doing to further improve. Governors speak knowledgeably about its performance in

comparison to other schools and challenge the work of the school extremely effectively. They undergo regular training to hone their skills and improve their effectiveness which means they are confident to both support and challenge the school's senior leaders. They monitor the finances of the school rigorously and ensure that the money from the pupil premium is used effectively to support these pupils; for example, by providing opportunities to attend after-school club with homework support, as well as one-to-one support where it is needed, particularly in mathematics. The governing body ensures that all statutory requirements are met, particularly in regard to safeguarding. Equal opportunities are promoted extremely well and there is no discrimination. This is confirmed by the universally excellent progress that pupils make not only in their academic but also in their personal development.

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

Unique reference number	109191
Local authority	Bath and North East Somerset
Inspection number	403083

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair	Nick Barnett
Headteacher	Anne Hewett
Date of previous school inspection	27 March 2008
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