



# Farmilo Primary School and Nursery

Inspection Report

Better  
education  
and care

**Unique Reference Number** 133272  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 294056  
**Inspection dates** 24–25 January 2007  
**Reporting inspector** Martin Newell

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 address</b>	Woburn Road
<b>School category</b>	Community		Mansfield
<b>Age range of pupils</b>	3–11		Nottinghamshire NG19 7RS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01623 480107
<b>Number on roll (school)</b>	200	<b>Fax number</b>	01623 811392
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Miss Gillian Forrow
		<b>Headteacher</b>	Mr Andy Fox
<b>Date of previous school inspection</b>	4 November 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	24–25 January 2007	294056

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## Introduction

The inspection was carried out by two Additional Inspectors over two days.

## Description of the school

This is an average size primary school just outside the centre of Mansfield. The proportion of pupils eligible for free school meals is above the national average. The percentage of pupils with learning difficulties and disabilities is broadly in line with the national average, although the percentage of pupils with a statement of special educational need is below that found nationally. Almost all pupils are from White British backgrounds and, of the small number of pupils from ethnic minority backgrounds, none are at an early stage of acquiring English.

## 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 and improving school that provides satisfactory value for money. Inspectors agree with the school's very accurate judgement of its effectiveness. The manner in which the school is now tackling weaknesses indicates that it has a good capacity for continued improvement. Parents and pupils have very positive views of the school. Pupils say they like the school because, 'We think the world of our teachers and they think the world of us'.

Children's attainment when they start school is below the standards expected nationally. By the time they leave school, writing and elements of mathematics and science remain below average although reading, speaking and listening and number skills are currently broadly average. This is a better picture than in previous years where pupils' underachievement had gone unchecked. However, the headteacher has robustly tackled this important weakness resulting in improvements in teaching, better use of assessment information and an upward turn in standards, although there is still clearly more work to be done. Pupils' progress and achievement are currently satisfactory and good in the Foundation Stage and in much of the learning in Years 3 - 6. It is here where teaching asks a lot of pupils and learning is made fun and keeps pupils on their toes. Elsewhere, teaching at times lacks challenge and the management of pupils is not strong enough.

Pupils' personal development is satisfactory. Pupils behave well and are polite and courteous. Expectations are not consistently high enough about how pupils can develop as independent learners, able to make more decisions for themselves. The school has put much effort and time into promoting the importance of good attendance but there remain a number of pupils who do not attend regularly and this means that attendance overall is unsatisfactory. The curriculum satisfactorily meets the needs of learners and is enhanced by an array of clubs and visits and a strong commitment to promoting healthy lifestyles amongst pupils. The school cares well for all pupils. The school is rightly proud of its systems for pastoral care and for how it builds up pupils' self esteem and social and emotional development, but academic guidance for pupils is weaker.

Leadership and management, including governance, are satisfactory. Since his appointment ten months ago, the headteacher has provided good leadership. There is a stronger team spirit, a rigorous assessment of the school's strengths and weaknesses and, most importantly, the implementation of effective programmes that have improved the quality of education. He is well supported by an effective senior management team. Whilst subject leadership is good in subjects such as English and mathematics, these models of good practice are not yet embedded in other subjects. Governors are supportive and involved in the life of the school, but not all governors play an active enough role in monitoring the effectiveness of the school.

### What the school should do to improve further

- Increase the incidence of good and better teaching in Years 1 and 2 by ensuring it is constantly challenging and pupils' behaviour is managed well.

- Raise standards in writing and pupils' investigative and problem solving skills in science and mathematics.
- Provide more opportunities and set higher expectations for pupils to develop as independent learners.
- Ensure that leadership at all levels rigorously monitors the performance of the school and continues its drive to improve attendance.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. When children start school, some have poor communication skills. Children get off to a flying start in the Foundation Stage because of good teaching and provision although standards remain a little below average by time they move into Year 1. Standards remain below average by the end of Year 2 because teaching, although satisfactory, does not always build well enough on the foundations laid in the Nursery and Reception classes. The progress pupils make between Years 3 and 6 has been poor over time, particularly in 2006. However, the good teaching that is now a common feature in most lessons means that many pupils, of all abilities, are currently making good progress. The school has also put in place robust support for different groups of pupils that is leading to their accelerated progress. These factors are addressing the legacy of underachievement well. Although reading, number and speaking skills are broadly average, there is still a job to be done in raising pupils' writing and their investigative skills in mathematics and science, which are at present below average. The school sets challenging targets and is on track to attain its best ever results.

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

### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils have a clear understanding of right and wrong and relationships are good. However, their awareness of other faiths and cultures is patchy. Behaviour is good but, although many pupils show positive attitudes in lessons, they are not always provided with opportunities or are ready to take initiative and responsibility for their own learning. Despite the continued and concerted efforts of the school, attendance remains below average. Pupils are developing a good understanding of the importance of a healthy lifestyle, supported well by their participation in sporting activities. Pupils have a voice through the school council and their decisions have had an impact on school life, for example, in the purchase of playground equipment. Pupils say they feel safe and they make a satisfactory contribution to the school and wider community by carrying out tasks around the school, supporting a range of charities and through links with a local residential home for the elderly. Pupils are developing a satisfactory range of skills and qualities to help them in later life.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory and there are some particular strengths in the Foundation Stage and in Years 3 - 6. Across the school relationships are good and teaching assistants make a valuable contribution to pupils' learning. Teaching in the Foundation Stage makes learning spring to life and opportunities are seldom missed to enhance children's communication skills through excellent questioning and enthusiastic and animated role play lessons. Most teaching in Years 3 - 6 is packed with pace and challenge and pupils are under no illusions about what is expected of them in terms of the quality and quantity of their work. In Years 1 and 2, teaching does not always expect enough of pupils or managing pupils' behaviour takes up too much time. Assessment is satisfactory. Good procedures are in place to assess and track pupils' progress but the use of the information to robustly tackle identified underachievement has only recently become embedded in school practice. Marking of pupils' work is satisfactory and is at its best in Years 3, 5 and 6, where it gives some excellent pointers for improvement.

### Curriculum and other activities

#### Grade: 3

The school provides a satisfactory curriculum. The school has rightly put a great emphasis on the development of pupils' literacy and mathematical skills in order to tackle the legacy of underachievement. Teaching time and provision has increased and improved in science, but work remains to be done in ensuring that pupils' investigative and problem solving skills are systematically developed. Teachers are now working well as a team to plan a curriculum that satisfactorily meets the needs of all groups, including those with learning difficulties and disabilities. At times, work planned for the more able pupils is not demanding enough. The curriculum in the Foundation Stage is good and provides children with vibrant learning experiences, being practically based and striking a good balance between indoor and outdoor learning. The curriculum is enhanced by a satisfactory range of enrichment activities, including a residential visit, special events, visits and visitors and after school clubs which all serve to increase pupils' enjoyment of learning as well as adding to the school's commitment to encourage healthy and safe lifestyles.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory. The school provides a secure environment and good pastoral care for all pupils. Incidences of bullying are rare and pupils are confident that teachers deal with them effectively so that they feel safe in school. Arrangements for safeguarding pupils are securely in place and risk assessments are completed and reviewed regularly. The school provides a comprehensive programme

to enhance pupils' social and emotional development and strong links with outside agencies ensure that pupils who need extra help receive the necessary support. Pupils now have a good awareness of targets that they are working towards. It is only more recently that the information gained from assessing how well pupils are doing is being used effectively to set challenging targets, to identify and tackle underachievement and to make clear to pupils what they need to do to improve further.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Since his appointment, the headteacher has tackled underachievement in the school with a rigour and determination that has resulted in significant improvements in teaching and the progress that pupils are making. The headteacher knows the strengths and weaknesses of the school well and is realistic in his view that there is still work to be done to further improve standards, particularly in writing and aspects of mathematics and science. Under his good leadership, behaviour and pupils' enjoyment of school have greatly improved, staff morale is stronger and there is now a focused and shared vision to move the school forward at an accelerated rate.

The senior management team provides good support and the introduction of, for example, initiatives in literacy and in the Foundation Stage as well as their contribution to the effective monitoring of teaching and learning have helped to secure improvements in provision, achievement and teaching. However, this role is not yet established well enough amongst other members of staff to have a telling impact on standards. Governance is satisfactory because whilst governors are supportive of the school, not all governors play an active role in holding the school to account for the quality of education it provides.

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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	3
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	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### 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>	3

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

26 January 2007

Dear Children

Farmilo Primary and Nursery School, Woburn Road, Pleaseley, Mansfield, Nottinghamshire, NG19 7RS

You may remember that we recently visited your school and this letter is to tell you about what we found out. We would like to thank all of you for making us welcome and for being so polite when you spoke to us. You were great ambassadors for the school. We had the chance to talk to many of you and it was pleasing to hear that you enjoy school, that bullying is not an issue and that there is always someone to talk to if you have any problems.

We found that the school offers a range of clubs, visitors and visits out of school that you enjoy and appreciate and which you think makes school more fun! The school works hard at making sure that you are cared for well and helps you to keep fit and healthy. Many of you behave well and are keen to help one another and to carry out jobs and tasks when asked by members of staff. Mr Fox and the staff are keen to make the school an even better place and we have made some suggestions as to how they can do this.

There are times when not all children in school do as well as they might and so we have asked the school to make sure that teaching always helps you to make good progress and to improve your writing, and problem solving and investigative skills in mathematics and science. We have also asked the school to continue its efforts to make sure everybody attends school regularly and that how well the school is doing is regularly checked by teachers and governors.

Mr Fox, the staff and the governors want the school to get better and better. Having met you, we are sure you will want to play your part by always behaving well, attending school regularly and by taking more responsibility and initiative for your own learning. It was a pleasure to meet you.

We wish you every success for your future.

Martin Newell

Lead Inspector