

Inspection of Parsonage Farm Nursery and Infant School

Cherry Tree Close, Farnborough, Hampshire GU14 9TT

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are rightly proud of their school. They attend well and arrive promptly each morning laughing and smiling, ready to start the day. Inspectors agreed with one parent and carer who said, 'This is a lovely little school with great learning and a great sense of community.' Others commented that staff will always make time to listen to pupils and that they are seen as individuals. As a result, pupils feel valued and happy.

A highly nurturing and inclusive environment helps children settle in quickly. Staff get to know children well, which means they are alert to their individual needs. Pupils behave well. Pupils develop lasting friendships with each other and enjoy playing together and talking to each other at social times. Staff have created a culture where pupils are keen to please. Several pupils approached inspectors, excited to talk about the rewards they have received.

Expectations of pupils' learning are becoming more consistent. The quality of education has improved since the last inspection. As a result, children and pupils achieve well both in the early years and key stage 1. This helps to prepare them for their new schools in Year 3.

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

Governors and leaders know the school well. They have an accurate view of the school's current strengths and priorities for development. The collaboration between governors, school leaders and the local authority has meant that the school has made great strides in improving the quality of education. Staff agree unanimously that they enjoy working here. The school supports staff well with their workload and well-being.

Children achieve well in the early years. This is the same for pupils at the end of key stage 1. This is, in part, because of the school's work to improve the quality of education. The curriculum is well planned and taught in a logical order in most subjects. However, it is more developed in subjects such as religious education (RE) and personal, social and health education (PSHE) than it is in a small number of other subjects.

Children get off to a flying start in the early years. They settle in quickly and learn the routines of the school. Staff reinforce social skills by encouraging pupils to talk to each other, take turns and solve problems. Most areas of the curriculum are well thought through. However, in a small number of areas, such as understanding the world and expressive arts and design, the school could give more careful thought to how these areas are structured and the links between the early years and key stage 1.

In lessons, pupils enjoy their learning and actively participate. They listen to staff respectfully, and thoughtfully answer questions. Opportunities for discussion help develop pupils' talking skills. Pupils who need additional help, including those with special educational needs and/or disabilities (SEND), are supported well. New learning is presented clearly and teachers check pupils' understanding effectively. However, in a small

number of subjects, teachers' use of this information to adapt future learning for pupils is less developed.

Staff have created a buzz around reading. The profile of reading is high. Pupils have plenty of opportunities to read or be read to by an adult. Lots of exciting, diverse books mean that there is something that sparks an interest for everyone. The school follows a phonics programme that has been thoughtfully tweaked to ensure that it meets the needs of pupils. Staff teach this programme effectively from Nursery through to the end of key stage 1. As a result, pupils learn to read confidently. Those pupils who struggle receive targeted support to help with this.

The school's personal development programme is well designed. Pupils learn about several important topics and themes, including healthy eating and staying safe. Pupils are taught to celebrate and embrace diversity and equalities. What they learn is brought to life by visitors who come into the school. For example, pupils benefited highly from a visit from a Paralympic gold medal rugby player, who visited to talk to them. The school teaches pupils about different religions. It provides several opportunities for pupils to develop spiritually, morally, socially and culturally. Pastoral care at the school is of a high quality. Several parents, responding to Ofsted Parent View, praised this aspect of the school's work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, the school has not planned and sequenced the curriculum well enough. As a result, pupils do not make as much progression through the curriculum in these subjects. The school should ensure that the most important knowledge and skills pupils need to learn are planned and sequenced from Nursery through to Year 2.
- In a small number of subjects, the school does not use information about what pupils have learned well enough to inform teaching. Consequently, pupils' learning is not consistently adapted to meet their needs. The school should ensure that it uses information about what pupils have learned to inform planning and teaching more consistently in every subject.
- In the early years, the curriculum in a small number of areas is less well planned and sequenced. As a result, the links between the early years and key stage 1 are not as strong as they could be, and some children do not remember what they have learned sufficiently well. The school should ensure that all areas of the early years' curriculum are deliberately planned and logically sequenced to provide a firm foundation for children to build on in key stage 1.

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	116154
Local authority	Hampshire
Inspection number	10341413
Type of school	Primary
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing body	James Hawkins
Headteacher	Kath Greenway
Website	www.parsonagefarmschool.co.uk
Dates of previous inspection	24 and 25 May 2022, under section 5 of the Education Act 2005

Information about this school

- There have been several changes to the governing body since the last inspection.
- There is nursery provision at the school for children aged from three years old.
- The school does not currently use any alternative provision.
- The school hosts a breakfast and after-school club, and sports clubs are run by an external provider.

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 and/or sixth form 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.
- Inspectors discussed any ongoing impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings during the inspection. These included discussions with the headteacher, deputy headteacher and other curriculum leaders. Inspectors spoke to several staff during the inspection.
- The lead inspector met with representatives of the governing body, including the vice chair of the governing body. He also spoke to a representative of the local authority.
- The views of parents and staff were gathered through a range of sources, including Ofsted's surveys and discussions. Inspectors spoke to pupils during the inspection.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors carried out deep dives in these areas: reading, mathematics and design technology. Deep dives included visiting lessons, looking at pupils' work and talking to curriculum leaders, teachers and pupils. Inspectors discussed several other aspects of the curriculum and reviewed a small sample of pupils' writing.

Inspection team

Shaun Jarvis, lead inspector

Ofsted Inspector

Kate Magliocco

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024