

Inspection of Farington Primary School

Rose Street, Farington, Leyland, Lancashire PR25 4GH

Inspection dates: 26–27 February 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils do not achieve as well as they should in a range of subjects. They are not well prepared for secondary school. Younger pupils do not learn how to read well enough. This makes it difficult for them to succeed in other subjects such as writing.

Most pupils are happy, and they behave sensibly. Pupils attend school regularly and arrive at school on time. Some teachers do not expect the best of pupils. Occasionally, there is not enough for pupils to do in lessons. Some pupils become restless and get distracted.

Pupils told us that they feel safe. They report some bullying and fighting. However, pupils say that teachers or the learning mentor will sort this out. Pupils rarely make racist remarks. They learn to be tolerant and to show respect for people who may be different.

There are a range of clubs on offer, but many pupils choose not to take part in these extra activities. Pupils enjoy trips and opportunities to visit local places of interest and national institutions, such as the Houses of Parliament.

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

Leaders' work to improve the quality of education that pupils receive has made some positive differences. In 2019, pupils' progress in reading by the end of Year 6 was stronger than it had been the year before. Pupils also achieve well in mathematics. Leaders have reduced pupils' absence. They ensure that those pupils who struggle to attend school regularly receive appropriate support to improve their attendance. Staff appreciate leaders' efforts to try and reduce teacher workload.

Leaders recognise that pupils' achievement in other subjects, including writing, is not good enough. They are taking steps to tackle this shortcoming. In most subjects, leaders are developing plans to change the curriculum so that teachers know what pupils should learn and in what order. However, it is early days and pupils who currently attend the school do not benefit from a well-designed curriculum. This means that they struggle to build on their earlier learning in a range of subjects.

Pupils' knowledge of subjects such as history, science and French is not secure across year groups. Sometimes, pupils have long periods of time when they do not study some subjects at all. This means that they find it hard to learn and remember as much as they should. In key stage 2, pupils do not have enough opportunities for scientific investigation or historical enquiry. They do not gain the knowledge and skills that they need to make a positive start in their secondary schools.

Leaders have secured some improvements in the teaching of reading, especially for pupils in key stage 2. However, the teaching of early reading is not good enough. The phonics curriculum in the Reception class is well organised. Adults deliver this well so that the youngest children make a successful start to learning to read. This is not built on well enough when they move into key stage 1. A weak approach to the teaching of phonics means that too few pupils reach the expected standard in the Year 1 phonics screening check. Pupils' outcomes at the end of key stage 2 are improving. Even so, the false start that they receive in key stage 1 stops some Year 6 pupils from reaching the same standards as other pupils nationally.

The reading books that teachers choose for pupils do not always match the words and sounds that pupils know. Some pupils do not get enough opportunity to practise their emerging reading skills. Consequently, in key stage 2, pupils who are not confident and fluent readers, including those with special educational needs and/or disabilities (SEND), do not catch up quickly enough. These pupils find it difficult to learn in other subjects. They struggle to develop their writing skills and they fall even further behind in their learning.

The curriculum in the early years is organised effectively and helps children develop their skills across all the areas of early learning. An increasing proportion of children are well prepared for the Year 1 curriculum. Many children entering the Reception class have poor language and communication skills. Children swiftly learn to recognise letters and sounds in words. However, sometimes children do not understand the meaning of these words. They need more help to extend their vocabulary and experience of the wider world.

Leaders promote pupils' personal development through a range of experiences, including visits to different places of worship. Pupils have opportunities to take part in residential visits to support their learning. The learning mentor supports pupils who have worries or concerns either at home or in school. However, some older pupils become too reliant on having someone else to sort out problems before they have tried to do this themselves. This means that pupils are not developing the resilience that they need to support them in later life.

Pupils generally behave well and treat one another with respect. They are polite and courteous to visitors. Most pupils are keen to learn and follow teachers' instructions carefully. However, pupils sometimes lose focus on their learning and time is wasted. A few pupils find it hard to manage their own behaviour.

Pupils with SEND and disadvantaged pupils receive a range of support for their individual needs. However, weaknesses in the teaching of early reading and in the curriculum mean that they do not achieve as well as they should.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors complete the necessary checks to make sure that staff are suitable to work with children and pupils. Staff have safeguarding training. They understand how to identify the early signs of pupils who may be at risk of harm. Leaders work effectively with other agencies to ensure that vulnerable pupils and their families receive support for their needs.

Online safety is a high priority in school. This is because leaders know that many pupils spend much of their leisure time using social media. Staff ensure that pupils know how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' achievement across a range of different subjects, including writing, is weak. Leaders have not designed and implemented a curriculum that systematically builds on pupils' prior learning and ensures that they know and remember more as they move through the school. This means that pupils struggle to build on their earlier learning. Leaders should urgently ensure that the new curriculum plans, which are currently being developed, are implemented swiftly. They should also ensure that staff understand the end points that pupils need to reach in all subjects.
- The teaching of early reading, including phonics, is weak and limits pupils' progress in other subjects. Leaders should ensure that all staff are suitably trained to teach reading and that weaker readers have the right support to develop their confidence and fluency at the earliest possible stage. Leaders should also ensure that weaker readers have greater opportunities to practise their reading skills during the school day.
- Pupils do not develop resilience in dealing with relatively minor worries and concerns because they are too reliant on adult support. This does not prepare them well for future life. Leaders should ensure that pupils continue to receive support where it is needed but develop strategies to develop maturity and self-reliance.
- Pupils who find it difficult to manage their own behaviour are frequently supported outside of lessons. They miss out on essential learning. Leaders should ensure that teachers and support staff help these pupils to catch up once they return to class.
- Many children in the Reception class have limited vocabulary and experiences of the wider world. While they learn to segment and blend words effectively, they do not always understand their meaning. Leaders should ensure that there are rich opportunities within the Reception class to help extend their vocabulary and broaden their experiences.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119150
Local authority	Lancashire
Inspection number	10087717
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	Local authority
Chair of governing body	Phil Lucas
Headteacher	Gareth Hollinghurst
Website	www.farington.lancsngfl.ac.uk
Date of previous inspection	14–15 April 2015

Information about this school

- The headteacher joined the school in September 2017 and the deputy headteacher in September 2018.
- In recent years, the proportion of pupils transferring to the school from other schools during key stage 2 has increased.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- We met with senior leaders, including the headteacher, deputy headteacher, assistant headteacher and subject leaders for history, geography and science. We met with four members of the governing body, including the chair of governors. We also met with two representatives from the local authority.

- We met with a group of parents at the beginning of the school day. We considered 31 responses to Ofsted’s Parent View survey. We also considered 14 written comments from parents to Ofsted’s free-text facility.
- We spoke with a group of pupils about what it is like to attend the school.
- We did deep dives in the following subjects: reading, mathematics, history and science. To look in depth at these subjects we visited lessons, looked at pupils’ work and held discussions with subject leaders, teachers and pupils.

Inspection team

Jan Corlett, lead inspector

Ofsted Inspector

Julie Brown

Ofsted Inspector

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