

Inspection of Seven Fields Primary School

Leigh Road, Penhill, Swindon, Wiltshire SN2 5DE

Inspection dates: 19 and 20 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

The headteacher of this school is Gillian Young. This school is part of the River Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul James, and overseen by a board of trustees, chaired by Kirsten Robinson.

What is it like to attend this school?

Pupils enjoy coming to Seven Fields Primary School. They understand how the school's 'magnificent 7' values help them to be kind, well-mannered and to not give up. Parents talk positively about the school's 'family feel' and the role it plays in the local community.

Despite this, the quality of education that pupils receive is not yet good. In some subjects, pupils do not learn as well as they should. The implementation of the curriculum does not enable them to know more and remember more over time.

Pupils' behaviour has improved in recent times. Suspensions have reduced. Pupils feel safe. They have warm and trusting relationships with adults. Pupils say that adults are there for them if they need to share any worries. They respond well to the structures and routines that are in place. This starts in the early years, where children listen carefully and follow instructions well.

Pupils enjoy the range of clubs that are on offer to them, such as performing arts, choir and netball. They value becoming house captains and members of the school council. Pupils say that these roles make them feel proud and help to make the school a better place.

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

The school has a clear vision for what all pupils can achieve. With the support of the trust, the school's actions are bringing about rapid improvements, particularly in the early years and reading. However, the school's vision is yet to be fully realised. While the curriculum makes clear what pupils need to know and when, its implementation does yet not enable pupils to build their knowledge across all subjects well enough as they move through the school.

Reading is prioritised. All staff benefit from the training they receive to teach phonics and reading well. Children begin phonics as soon as they start school. Books match the sounds that pupils learn, which helps them to gain confidence. If pupils fall behind, they receive the support they need to help them catch up quickly. Pupils enjoy listening to adults read stories to them and understand that reading helps them learn new words. As they move through the school, pupils read a range of texts with increasing accuracy and fluency.

The school has put in place a well-structured mathematics curriculum. This starts in the early years. Teachers develop children's mathematical vocabulary well. This means that children recognise and talk confidently about numbers.

In some other subjects, the implementation of the curriculum is not as effective. Some pupils do not learn as well as they could, and have gaps in their knowledge. For example, in computing, while pupils can recall what they have learned about staying safe online, they struggle to remember and make links to what they have

learned before about data logging and computer programming. This prevents pupils from developing the depth of knowledge and skills they need.

The school is ambitious for what pupils with special educational needs and/or disabilities (SEND) can achieve. There are clear systems in place for identifying the individual needs of pupils. However, some staff do not yet routinely adapt learning well enough to fully support pupils. Some pupils' plans lack precision. This slows the progress that some pupils with SEND make.

Pupils are positive about their learning. They move around the school calmly and sensibly. Children in the early years are eager to learn, take turns and play well together.

The school's work is helping to improve attendance for many pupils. Staff talk to parents to understand the reasons for absence and promote the importance of good attendance. However, some pupils' learning is hindered due to high rates of absence.

The school supports pupils' personal development well. Pupils know that a good friend needs to be loyal, respectful and supportive. They know how fundamental British values, such as democracy and tolerance, are important in day-to-day life. Pupils develop their sense of character by raising money for charities. This enables them to help others in their community.

Trustees and local governors are ambitious for the school. They know the school's strengths and hold leaders to account for their actions well. Staff are proud to work at the school. They appreciate the way in which they are supported and how their workload is considered.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- An effective curriculum is not yet fully implemented in some subjects. Consequently, pupils have not yet gained the depth of knowledge that they should. The trust needs to ensure that the curriculum for foundation subjects is fully and effectively implemented so that pupils build the knowledge they need.
- Learning is not adapted well enough to meet the needs of some pupils with SEND. As a result, these pupils do not learn as well as they should. The trust must ensure that staff check the quality and effectiveness of support plans and how well they are being implemented across the curriculum to ensure that the needs of pupils with SEND are fully met.

- The attendance of some pupils is still too low. These pupils do not learn the curriculum well. The trust needs to continue the work it is doing to improve the attendance of pupils who are persistently absent.

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	138005
Local authority	Swindon
Inspection number	10288185
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	Board of trustees
Chair of trust	Kirsten Robinson
Headteacher	Gillian Young
Website	www.sevenfieldsprimary.org
Dates of previous inspection	18 and 19 May 2021, under section 5 of the Education Act 2005

Information about this school

- Seven Fields Primary School converted to become an academy school in September 2012.
- The headteacher has been in post since May 2023.
- The school has provision for two-year-olds.
- The school does not use any alternative provision.
- There is a before-school club managed by the governing body.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, subject leaders, the special educational needs coordinator, staff, pupils, representatives from the local governing body and representatives from the trust.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, history and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- 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 observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

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His Majesty's Inspector

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