

North Farnborough Infant School

Address: Rectory Road, Farnborough, Hampshire, GU14 8AJ

Unique reference number (URN): 116145

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

On the whole, pupils achieve well. They secure core skills in English and mathematics. Pupils develop mathematical knowledge well. They are confident when counting and using numbers. Phonics teaching is embedded. Consequently, pupils learn to read well. They achieve broadly in line with national averages in the phonics screening check.

Pupils' handwriting and spelling are less secure. A new programme has been put in place to address this. It is too soon to see the full impact, however. This means that, for some pupils, errors in letter formation and spelling persist.

Pupils remember what they have learned in the wider curriculum. They use technical vocabulary accurately and make connections between subjects. For example, pupils explain why the Great Fire of London spread, using their knowledge of materials.

Leaders ensure that pupils who are disadvantaged or have special educational needs and/or disabilities are supported effectively. As a result, these pupils make steady progress over time from their starting points.

Attendance and behaviour

Expected standard 

Pupils' attendance is broadly in line with national averages. Leaders have high expectations of pupils' attendance. They have responded to a recent increase in absence, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND), appropriately. Leaders identify the barriers to pupils' attendance accurately. They work closely with parents and carers and put in place reasonable adjustments to help pupils attend more regularly. For example, staff 'meet and greets' help pupils to transition into school in the morning. Leaders continue to refine their response to requests for absence, however.

Pupils behave well, consistently. Leaders and staff have established a culture that is highly conducive to learning. Pupils understand the school rules, securely. They listen carefully to adults and focus on their learning. Pupils play happily together at playtime. Pupils say that bullying and discrimination does not happen, but they trust adults will help them if there is a problem. Leaders act quickly when pupils may need support with their behaviour. Pupils with SEND receive personalised strategies to learn successfully alongside their peers. Pupils understand that sometimes their peers need support to behave well. Consequently, they set a good example because they know it helps them and others to thrive.

Curriculum and teaching

Expected standard 

The curriculum is broad, balanced and carefully sequenced. Learning is taught in small steps. Core skills in pupils' English and mathematics are prioritised. This helps pupils to secure the foundations they need for junior school.

The curriculum is generally taught well. Staff present information clearly. Mathematics teaching is particularly effective. Staff use physical objects and pictures to help pupils to learn consistently well. Staff generally make adjustments that are well matched to pupils' needs. This helps to ensure that pupils with special educational needs and/or disabilities can learn successfully alongside their peers.

Reading is prioritised. Phonics teaching is effective. Teachers use high-quality texts as a starting point for learning. Pupils vote for their class novel with enthusiasm. Consequently, pupils typically learn to read well and enjoy books. The curriculum is language rich. Staff teach pupils new vocabulary clearly. Opportunities for talking together help pupils, including those who speak English as an additional language, to develop their language skills. As a result, pupils become confident communicators.

The teaching of handwriting and spelling is less effective. Leaders have taken appropriate action to address this. However, the new approach is not fully embedded, and staff do not use assessment to address errors consistently. This means that some pupils continue to make errors in letter formation and spelling.

Early years

Expected standard 

Children get off to a positive start in the early years. They are generally well prepared for Year 1. Leaders ensure that the curriculum enables children to learn and develop across the 7 areas of learning. Staff prioritise children's core skill development. They teach phonics consistently and maximise opportunities for children's writing. As a result, children use the sounds they learn to read and write. For example, children write labels for the farmyard during small-world play.

Staff generally identify and tackle gaps in children's learning. This is not consistent in writing, however. Leaders are taking action to address this. They have introduced a new handwriting programme. This work is not yet fully embedded. This means that some children continue to form letters incorrectly.

There is a sharp focus on high-quality interactions. Staff help children to build a wide vocabulary. They model language accurately and encourage children to practise using it in their play. For example, children use words associated with capacity when making potions in the water tray.

There is a buzz in the early years. Children enjoy learning. They are confident and independent. Home visits and stay-and-play sessions help children and their families to belong. As a result, children feel happy and safe in the early years.

Inclusion

Expected standard 

Leaders have established an inclusive ethos. They have high expectations of all pupils. Leaders know pupils well and make sure that those who may need extra support are identified swiftly. Staff in the early years get to know children and their families quickly. This helps them to identify children who may have barriers to their learning or wellbeing early.

Pupils with special educational needs and/or disabilities receive appropriate and timely support. Staff are well equipped to support pupils, and they are skilled in their approach. Leaders and staff use a variety of strategies to reduce barriers to learning effectively. Classroom support is supplemented by a programme of group and individual interventions. This ensures that pupils generally get the support they need to be successful.

Pupils with more specific needs receive a personalised curriculum that is closely matched to their needs. As a result, these pupils learn alongside their peers and make steady progress in their behaviour and learning.

Leaders monitor the impact of the support they provide for pupils, including those who are disadvantaged. They generally use this information to inform future adaptations for pupils. This analysis is not rigorous for all groups of pupils and interventions, however.

Leadership and governance

Expected standard 

Leaders are effective. They understand the school's needs well. Leaders identify and prioritise actions appropriately. They consistently act in the best interests of pupils. As a result, leaders secure improvement in areas they are focusing on, such as pupils' handwriting. Leaders have introduced more rigorous monitoring procedures to help inform their approach to supporting pupils with barriers to their learning. These processes are not embedded, however.

Governors care deeply about the school. They provide leaders with support and challenge to assure themselves of the impact of leaders' work. Governors fulfil their statutory duties. For example, keeping pupils safe is prioritised. Governors monitor the effectiveness of safeguarding during every visit to the school.

The professional learning programme is carefully planned and responsive to emerging needs. Leaders ensure that staff have the skills to support pupils with special educational needs and/or disabilities effectively. Leaders seek opportunities for collaboration. For example, training sessions with the local junior school help staff to assess pupils' writing consistently.

Leaders build positive and constructive relationships with parents and carers. They provide an extensive programme of stay-and-play sessions, workshops and coffee mornings. These are educational and supportive. As a result, parents are overwhelmingly positive about all aspects of the school. They say that leaders and staff help children to thrive.

Leaders monitor staff workload. They focus on what makes a difference for pupils and remove unnecessary activities. The wellbeing working group takes meaningful actions to support staff. Consequently, staff say that North Farnborough Infant School is 'a lovely place to work'.

Personal development and wellbeing

Expected standard 

Pupils are well prepared for life beyond school. The personal development and wellbeing programme is extensive and responsive to the needs of pupils. It is an entitlement for all pupils. Pupils develop a secure knowledge of the curriculum. They know how to stay safe,

keep healthy and maintain positive relationships. Pupils understand what bullying is, and they are confident to challenge discrimination. Pupils celebrate differences. They have a comprehensive knowledge of characteristics protected by law, particularly when addressing gender stereotypes. British values are embedded in all aspects of school life. For example, pupils describe how they use voting to choose the class novel fairly. Pupils have a clear sense of justice. They understand right from wrong and learn the skills to stand up for their beliefs. As a result, pupils are confident communicators.

The taught programme is complemented by a wide range of extra-curricular activities. These are popular and well attended. Leaders track participation and make adaptations to ensure that all pupils, including those who are disadvantaged, can participate. For example, leaders have introduced a variety of lunchtime clubs to supplement the after-school offer. The outdoor play and learning programme is extensive. Pupils benefit from activities such as role play, den building and sports coaching during social times. These activities help pupils to learn new skills and play cooperatively with their peers.

Leaders identify pupils who may benefit from pastoral support. They provide support that meets pupils' needs and reduces barriers to learning. For example, emotional literacy interventions help pupils to build confidence. Leaders monitor the impact of support for individual pupils. They have recently introduced more systematic tracking. This is not embedded, however. Consequently, leaders do not understand the impact of interventions or use this to inform next steps as well as they could.

What it's like to be a pupil at this school

Pupils love coming to this happy and inclusive school. They are greeted by staff who care about them and their needs, every day. Pupils attend well. Those who need help to attend more regularly get the support they need. As a result, pupils feel they belong.

On the whole, pupils achieve well. They make steady progress from their starting points and are prepared for the transition to junior school. The curriculum is broad and balanced. Teachers present information clearly, and pupils practise what they have learned. Pupils, including those who are disadvantaged or have special educational needs and/or disabilities (SEND), generally receive the support they need to learn effectively.

Pupils behave well, consistently. They rarely need to be reminded of the school rules. Pupils understand how their behaviour can help them to learn well. As a result, they concentrate carefully and persevere during tasks and activities. For example, the youngest children work together to unroll and cut tape to make paper telescopes.

Playtimes are harmonious. Leaders have invested in making these times active and purposeful. Consequently, pupils learn new skills in the mud kitchen, ride scooters and dress up. Pupils learn how to manage their emotions and resolve minor conflicts. This helps them to become confident and resilient. Pupils say that bullying does not happen at their school. They can name adults who will help them with their worries, however.

Pupils, including those who are disadvantaged or have SEND, develop their talents and interests through a range of clubs, such as LEGO and gardening. Educational visits

complement the curriculum. Children in Reception Year prepare for a trip to the farm, while pupils in key stage 1 recall memorable experiences at the zoo.

Pupils are well prepared for life outside of school. They know how to keep safe and healthy and form positive relationships. Pupils are inclusive. They understand some pupils need more help than others and that that is okay. They are respectful of differences and have a strong sense of identity.

Next steps

- Leaders should ensure that recent changes to the teaching of writing are embedded so that pupils develop transcription skills, particularly handwriting and spelling, consistently well.
 - Leaders should continue to strengthen how they monitor the impact of strategies to address barriers to learning so that adaptations and adjustments enhance the opportunities and experiences for these pupils consistently.
 - Leaders should continue to ensure that staff address errors and misconceptions that have been identified through assessment so that gaps in learning close quickly and all pupils achieve as well as they can, consistently.
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About this inspection

The co-chairs of the board of governors in this school are Alison Gomm and Becca Lyon.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also spoke with representatives of the board of governors, the local authority, staff, pupils and parents and carers.

The inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision, including one that is unregistered.

Headteacher: Abigail Morgan

Lead inspector:

Anneka Fisher, His Majesty's Inspector

Team inspectors:

Clare Vallence, Ofsted Inspector

Rebecca Mayman, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context**Total pupils**

168

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

180

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

8.33%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.19%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.31%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.2%	13.0%	Close to average
2023/24 (3 term)	8.4%	14.6%	Below
2022/23 (3 term)	13.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional

standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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