

Inspection of St Peter's Crosskeys CofE Academy

Sandhill Road, Farndon, Newark, Nottinghamshire NG24 4TE

Inspection dates:	28 and 29 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The headteacher of this school is Matthew Tomlinson. The school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Moodie, and overseen by a board of trustees, chaired by John Hunter.

What is it like to attend this school?

The school is united in its aim for pupils to 'flourish and grow'. The school expects all pupils to grow academically, personally and socially. Daily, pupils live up to these high expectations. The school's values underpin all aspects of school life. Pupils understand the importance of joy, dignity, wisdom, peace, community and hope. They understand how these values help them to learn and to be ready to play their part in society.

Relationships are consistently positive. Pupils support each other. They are respectful and inclusive. As one said, 'Everyone is treated the same. No one is left out.' Behaviour is positive. Pupils are motivated by the rewards on offer, including being selected for the weekly 'golden book'. Poor behaviour is rare. However, pupils know how to deal with situations that may prove challenging. Using the 'hand of five' prompt, pupils can name their trusted adults. They know whom to turn to if they need help or support.

Pupils are fiercely proud of the positive contribution that they make to their school. The courageous advocates, pupil parliamentarians, members of the eco-club and worship leaders, to mention but a few, carry out their roles with a high degree of pride.

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

The school's leadership team has been in post for a relatively short period of time. It has already brought about many improvements. It has improved safeguarding arrangements, the curriculum, provision in the early years and behaviour. They have built a cohesive team of staff who share their vision and ambition. Along with good quality challenge and support from the local governing body and the trust, the school has a strong capacity for continued improvement.

The school's curriculum is well organised. It makes clear what pupils will learn at each stage of their education. Content builds cumulatively over time. It makes clear the precise content that pupils are expected to know and remember. In most cases, pupils recall what they have learned with ease. However, in a small number of cases teaching does not align with the curriculum as closely as it should. In these cases, pupils miss out on some of the key knowledge that they are expected to learn.

The school has identified some weaknesses in how well phonics is taught. It is in the process of addressing these. The mitigating actions that the school has taken to date have ensured that pupils continue to learn phonics well. Pupils learn sounds in a logical order. Phonics is taught consistently. The school has a detailed knowledge of how pupils are getting on. Any who begin to fall behind are quickly helped to keep up.

Beyond phonics, pupils go on to develop a passion for reading. They appreciate the wide range of books on offer in school. They enjoy listening to their teachers read, saying that they 'bring books to life.' Pupil 'reading rangers' help younger pupils practise reading and develop a love of books.

Children get off to a positive start in the early years. They are well cared for. Learning is fun and exciting. However, the early years curriculum is at a relatively early stage of design and implementation. Where it is complete, it is of good quality. It makes clear the milestones that children are expected to reach as they progress through the Reception Year. The activities on offer help children to remember what they have learned. In most cases, children talk confidently about what they have learned. However, the school has not completed its work on the curriculum. As such, it does not contain the same level of detail for the entirety of the Reception Year.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school accurately identifies these pupils' needs. It ensures that everyone understands how best to help. A talented group of teaching assistants provide skilful support. They know when to step in and when to step back. As a result, pupils with SEND learn the same curriculum as their peers and are helped to develop their independence.

The provision for pupils' personal development is a strength. There is a well-structured programme for relationships, sex and health education (RSHE). This is complemented by a robust programme of outdoor learning. This helps pupils to develop teamwork, solve problems and manage risks. Pupils benefit from a broad range of extra-curricular clubs and sporting activities.

Parents and carers are unanimously positive about the school. One summed up many when they said, 'This is a fantastic village school. Children thrive.' Inspectors agree.

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 cases, teaching does not align with the curriculum as closely as it should. In these cases, pupils miss out on some of the key knowledge that they are expected to learn. As a result, there are some gaps in pupils' learning. The school should ensure that lessons consistently align with the intent set out in the curriculum and that teaching results in pupils consistently knowing and remembering content.
- The early years curriculum is at a relatively early stage of construction and implementation. In a small number of places, the milestones that children are expected to achieve are not clear. This means that the school check on how well children are learning across the full breadth of the curriculum. The school should ensure that its early years curriculum is fully designed sequenced and implemented.

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	143294
Local authority	Nottinghamshire County Council
Inspection number	10347637
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	Board of trustees
Chair of trust	John Hunter
CEO of the trust	Chris Moodie
Headteacher	Matthew Tomlinson
Website	www.stpetersfarndon.com
Date of previous inspection	1 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust.
- The headteacher took up post in April 2024.
- The school does not use any alternative education provision.
- The school is part of the Diocese of Southwell & Nottingham. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in May 2024. The school's next section 48 inspection will be within eight school years.

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 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.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, the deputy headteacher, curriculum leaders, the special educational needs coordinator (SENCo), the early years leader and groups of staff and pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, geography and science. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils.
- Inspectors also spoke to leaders, looked at curriculum documentation and pupils' work in history and RSHE.
- The lead inspector met with representatives of the local academy committee. He met with the chief executive officer of the trust.
- Inspectors took account of the responses to the Ofsted Parent View. An inspector spoke informally to parents outside the school. Inspectors considered the responses to Ofsted's staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the 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 reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground. An inspector visited the school's breakfast club.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Anna Coney

Ofsted Inspector

Emma Hollis

Ofsted Inspector

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