

Farmor's School

Address: The Park, Fairford, Gloucestershire, GL7 4JQ

Unique reference number (URN): 137097

Inspection report: 3 February 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 

Pupils are generally well prepared for their next steps in education, employment or training. They develop their knowledge and skills over time. This is reflected in the quality of their spoken language and written work. Pupils secure the important basic skills that they need in English and mathematics. This is reflected in the high proportion of pupils securing at least a GCSE grade 4 in English and mathematics.

In many other key stage 4 examinations, pupils achieve consistently in line with national averages. This includes disadvantaged pupils. In a few subjects, pupils achieve consistently above the national average, such as the number gaining at least a GCSE grade 4 in science and at least a GCSE grade 4 in a humanities subject.

At key stage 5, students deepen their knowledge as they progress through the post-16 curriculum. They achieve in line with national averages in examinations.

Attendance and behaviour

Expected standard 

Overall, absence is consistently in line with national averages. This includes pupils who are often absent. Pupils with special educational needs and/or disabilities (SEND) attend particularly well, with attendance that is consistently high. Leaders promote the importance of high attendance to pupils. It is one of the school's 'habits for success', for example. Leaders track attendance closely and identify barriers for individual pupils. Where absence patterns emerge, leaders take thoughtful and effective action to help pupils attend more regularly.

Leaders have established a calm, orderly school environment. They have high expectations of pupils' conduct. Pupils consistently live up to these expectations. This is reflected by low rates of suspension over time, including for pupils who are disadvantaged or who have SEND.

Pupils treat each other with respect and rarely disrupt each other's learning. They collaborate well, are self-disciplined and are motivated to learn. When necessary, staff apply the school's behaviour policies and procedures.

Pupils and staff do not tolerate any form of discrimination or abuse. Bullying is rare and leaders ensure that they resolve any issues quickly and effectively. Leaders ensure that staff make suitable adjustments for pupils with SEND.

Curriculum and teaching

Expected standard 

Pupils learn a broad and balanced curriculum. Leaders ensure that the curriculum builds on what pupils already know and can do. Teaching builds pupils' knowledge and skills well over time.

Leaders have an accurate view of the quality of teaching. They take effective action to make improvements where necessary. For example, they have ensured that staff have the knowledge they need to implement the curriculum in the different subjects that they teach.

Teachers present new information clearly. They typically check pupils' recall and understanding of knowledge. On occasion, however, teaching does not identify precisely enough the gaps that pupils have in their learning. When this is the case, staff do not consistently make changes to ensure that teaching remedies these gaps.

Leaders identify pupils who need support to secure their basic skills, for example in reading and spelling. Staff typically have the expertise they need to close the gaps in these pupils' basic skills.

On the whole, teaching removes barriers to pupils' learning. For instance, teaching makes reasonable adjustments for pupils with special educational needs and/or disabilities. However, staff do not make some adaptations consistently enough. This sometimes hinders pupils' learning.

Inclusion

Expected standard 

Leaders are ambitious for pupils who face barriers to their learning or wellbeing. Leaders want these pupils to achieve well and take an active part in school life. Leaders quickly identify the individual pastoral and academic needs of pupils when they join the school. Where pupils have barriers to learning, they typically receive the help they need to overcome these. For example, there is effective mental health support, which helps pupils to attend well.

Leaders provide suitable training to help staff identify and support pupils with special educational needs and/or disabilities (SEND). Teachers typically have the information that they need to adapt their teaching, including for post-16 students. When pupils with SEND need additional support, for example with reading or spelling, leaders put this into place quickly. Leaders monitor the impact of this work, adjusting support as required.

Leaders work well with the virtual school and other external agencies. For example, they ensure that suitable support is provided to pupils known (or previously known) to children's social care. Leaders ensure that parents and carers are involved in planning and reviewing the impact of support.

Leaders ensure that they use alternative provision to have a positive impact on pupils' learning and wellbeing.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and its context. For example, they are aware of the school's rural location and have adapted the extra-curricular programme to help pupils participate more.

Leaders prioritise the right actions for improvement. They have raised their expectations of pupils' behaviour, for instance. The impact of this is evident in how well pupils conduct

themselves. Leaders and governors act in the best interests of pupils, particularly those who face barriers to their learning.

Through a well-designed professional development programme, leaders build teachers' expertise. This includes those newest to teaching. The impact of leaders' work is reflected in recent improvements to the curriculum and teaching. Leaders understand where teaching needs to improve further to become consistently effective.

Governors understand and perform their role well. They ensure that the school fulfils its statutory duties, and they hold leaders to account for the school's effectiveness. Governors gain the insights that they need to support and challenge leaders to make further improvements. Together with leaders, they engage constructively with parents and carers.

Leaders take effective action to manage staff's wellbeing and workload.

Personal development and wellbeing

Expected standard 

Leaders have designed a coherent personal development programme. Pupils benefit from a broad range of extra-curricular activities. For example, the outdoor activities programme develops pupils' character and resilience. Visits to historic places such as Bletchley Park help them learn about the application of mathematics. Leaders plan the extra-curricular programme to help remove barriers to participation, such as for disadvantaged pupils. However, leaders do not always use information about participation precisely enough to strengthen the programme further.

Pupils follow a suitable relationships education programme. Consequently, they develop their knowledge and understanding of healthy relationships. Pupils learn how to keep themselves safe and learn about important topics such as consent.

Pupils learn about the different characteristics protected in law, such as race and sex. Through religious education, they develop an understanding of different beliefs and world views. Pupils behave respectfully towards others from different backgrounds. They stand up against any form of discrimination or harassment. As a result, they are well prepared for life in modern Britain.

There are a wide range of leadership opportunities, in and out of school. Pupils are keen to represent their tutor group and 'house' or help run a primary school cross-country event, for example. The experiences that pupils gain in these positions develop their confidence. For example, they learn about public speaking and how to lead a team.

There is an appropriate careers information, education, advice and guidance programme. Pupils find out about technical apprenticeships and higher education options, for instance. Leaders evaluate the impact of the programme and make changes to improve it when necessary. For example, they strengthen how pupils learn about careers in the different subjects that they study. Pupils have meaningful opportunities to find out about the world of work. They participate in work experience and listen to speakers from industry.

Leaders have designed a suitable post-16 study programme. They have an accurate view of the strengths of this programme and where further work is required to enhance its impact. For example, leaders have recently enhanced some aspects of the relationships education programme.

Students generally achieve well. Their attainment and progress in examinations are consistently in line with national averages. Students typically gain deep knowledge across the different subjects that they study.

Leaders know students' individual aspirations well. For example, many students progress to higher education. Leaders ensure that students receive the advice and guidance they need to make informed choices about these, or other, next steps. Leaders ensure that students who face barriers to their learning receive the support that they need. As a result, they are generally well prepared for the future.

Students have a suitable range of wider opportunities. The 'visiting speakers' programme extends their knowledge beyond the taught curriculum. Students hear from a diverse range of speakers, such as those discussing Middle Eastern history and the work of the Samaritans. Students take an active role in leading groups, such as a debating society and an environmental group.

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

Pupils enjoy their learning and typically achieve well. For example, they deepen their knowledge of programming in computing and develop their range of performance techniques in drama. The school's curriculum and teaching ensure that pupils are prepared for their next steps in education, employment or training. The proportion of pupils securing the qualifications that they need in English and mathematics is consistently above the national average. On the whole, the school successfully reduces barriers to learning and wellbeing for pupils who are disadvantaged or pupils with special educational needs and/or disabilities (SEND).

Pupils are proud to attend the school. They have positive relationships with their peers and staff. For instance, many pupils describe the school as being 'one big family'. Pupils who face barriers to their learning or wellbeing participate well in the day-to-day life of the school. Staff know their needs well and provide suitable support. As a result, pupils with SEND have particularly high attendance. There is a wide range of broader experiences for pupils. Extra-curricular activities include sports, concert band and adventure residential trips. Pupils benefit from these opportunities to develop their wider talents and interests.

Pupils attend school regularly and behave well. They show self-discipline and are committed to their learning. Leaders ensure that staff have high expectations of pupils' conduct. For example, pupils consistently demonstrate the school's 'habits of success', such as cooperating well in lessons. Bullying is rare. When it does occur, leaders ensure that they deal with issues quickly and effectively. Pupils are prepared well for life in modern Britain.

They make a positive contribution to the school, the local community and beyond. For example, older pupils help younger pupils in tutor times, and pupils travel abroad to volunteer in countries such as Sri Lanka.

Next steps

- Leaders should ensure that teachers consistently identify and close gaps in pupils' learning, so that they strengthen pupils' achievement.
 - Leaders should ensure that teaching consistently makes effective adaptations to remove barriers to pupils' learning.
 - Leaders should use information about pupils' participation in the personal development programme more precisely to identify priorities and further strengthen its impact.
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About this inspection

The school is part of a single academy trust. The trust is overseen by a board of trustees, chaired by Samuel Bartholomew.

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 school leaders, teachers, pupils and governors during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 8 alternative provisions, including 6 that are unregistered.

Headteacher: Mark Surowiec

Lead inspector:

James Oldham, His Majesty's Inspector

Team inspectors:

Matthew Collins, Ofsted Inspector

Nic Blunsum, Ofsted Inspector

Sara Berry, His Majesty's Inspector

Jonty Archibald, 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 3 February 2026

School and pupil context**Total pupils**

1,042

Close to 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: 1,067

School capacity

1,012

Close to 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: 1,153

Pupils eligible for free school meals (FSM)

12.65%

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: 28.9%

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

3.55%

Close to 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: 3.09%

Pupils with special educational needs (SEN) support

12.86%

Close to average

What does this mean?

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

National average: 13.4%

Location deprivation

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)

SEN unit

What does this mean?

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

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	48.8%	45.2%	Close to average
2023/24 (final)	49.7%	45.9%	Close to average
2022/23 (final)	54.0%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	49.0	45.9	Close to average
2023/24 (final)	50.1	45.9	Close to average
2022/23 (final)	50.2	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.03	-0.03	Close to average
2022/23 (final)	-0.01	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	20.0%	25.6%	Close to average
2023/24 (final)	7.7%	25.8%	Below
2022/23 (final)	33.3%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	36.3	34.9	Close to average
2023/24 (final)	36.5	34.6	Close to average
2022/23 (final)	37.0	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.32	-0.57	Close to average
2022/23 (final)	-1.15	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	20.0%	52.8%	-32.8 pp
2023/24 (final)	7.7%	53.1%	-45.4 pp
2022/23 (final)	33.3%	52.4%	-19.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	36.3	50.3	-14.0

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	36.5	50.0	-13.5
2022/23 (final)	37.0	50.3	-13.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.32	0.16	-0.49
2022/23 (final)	-1.15	0.17	-1.31

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	91%	91%	Average
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	98%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	34.20	34.99	Close to average
2023/24 (final)	35.21	34.38	Close to average
2022/23 (final)	34.80	34.16	Close to average

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.0	0.0	Close to average
2023/24 (revised)	0.1	0.0	Close to average

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 (2 term)	7.2%	8.1%	Close to average
2023/24 (3 term)	7.8%	8.9%	Close to average
2022/23 (3 term)	7.7%	9.0%	Close to average

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 (2 term)	19.5%	21.9%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	22.1%	25.6%	Close to average
2022/23 (3 term)	20.7%	26.5%	Below

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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