

Fairholme Primary School

Inspection report

Unique Reference Number	132264
Local Authority	Hounslow
Inspection number	360423
Inspection dates	8–9 November 2010
Reporting inspector	David Radomsky

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	The governing body
Chair	Doris Turner
Headteacher	Ken Noakes
Date of previous school inspection	14 February 2008
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Introduction

This inspection was carried out by four additional inspectors. Twenty-two lessons were observed, taught by 18 teachers, and meetings were held with parents, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and scrutinised policies, monitoring information, data about past performance and the school improvement plan. The team analysed the 74 parental and carer questionnaires, 9 completed by staff and 86 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The quality of teaching, learning and assessment across the school and how well it is contributing to progress for all pupils.
- How effectively the school supports the achievement and personal development of its more vulnerable pupils.
- How effectively leaders at all levels evaluate the school's performance and drive sustainable improvements.
- The impact of the school's strategies to improve attendance.

Information about the school

Fairholme Primary School is a larger than average school. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities, mainly experiencing difficulties with reading and writing, is higher than usual. The proportion of pupils joining or leaving the school other than at the usual times is above average. The percentage of students from minority ethnic backgrounds and those whose first language is not English has increased since the last inspection and is now above average. The school has achieved the Healthy Schools and Activemark awards. There has been a significant change of staffing since the last inspection, and since September 2010, the school has added a third class to Reception. There is a Children's Centre and the local authority's provision for excluded pupils, The Bridge, housed on the school site but neither is managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Following a period of significant turbulence in staffing and changes in pupil population, school leaders, supported well by the local authority, took decisive action to successfully reverse a downward trend. As a result, pupils are achieving well, making good progress and attaining broadly average standards by the end of Year 6. Since the last inspection, there has been a significant improvement in the quality of development planning. The school knows itself well, and development planning makes clear links between actions and expected measurable gains in pupils' progress. All leaders have galvanised the enthusiasm and commitment of staff, consolidated recent successes, included all learners by dismantling their barriers to learning and secured further improvements. This ensures that the school's capacity to improve further is good.

The good curriculum is adjusted well to meet the needs and aspirations of most pupils. Through partnership work with many agencies, such as the National Gallery, as well as the varied in-school activities, pupils have many opportunities to develop academically and personally. As one parent put it, 'Clubs and workshops enrich learning experiences and help children to learn in an all-round way, meeting the needs of all learners so that all feel equal.' However, more needs to be done to increase the opportunities for developing reading skills across the subjects.

Pupils show confidence and behave in a polite, thoughtful and supportive manner, contributing to a very positive and nurturing school culture. Good systems for care, guidance and support ensure that pupils feel very safe in school, adopt healthy lifestyles and behave in a mature manner. Pupils make a good contribution to their school and local and international communities, and have well-developed personal attitudes, engaging positively with people of differing faiths and cultures within the school. However, they have not developed an understanding of societies, faiths and cultures within the United Kingdom beyond their immediate locality.

Through accurate identification and effective support systems, the school ensures that most pupils for whom English is an additional language and those who have special educational needs and/disabilities, as well as those joining the school other than at the usual times, make good progress and achieve well.

The quality of teaching and learning contributes well to the good progress pupils make. In the best lessons, teachers engage pupils well by using a range of resources that capture all pupils' imagination, by setting a brisk pace and using sophisticated questioning that enables pupils to think and reflect on their learning. However, on some occasions, teachers talk for too long, and the pupils remain passive. As a consequence, activities are not sufficiently challenging and progress slows. Marking is improving but does not consistently guide pupils on how improve their work, nor are sufficient opportunities given to pupils to respond and follow-up on teachers' comments and learn from their mistakes.

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The governing body meets its statutory duties, including safeguarding, and shows a growing understanding of the school's strengths and areas for development. However, it does not sufficiently call leaders to account for the quality of all aspects of the school's performance.

What does the school need to do to improve further?

- Strengthen the school's contribution to community cohesion by giving pupils more opportunities to learn about life and cultures in other parts of the United Kingdom.
- Improve the quality of marking so that pupils clearly understand what they must do to improve their work and ensure that they are given sufficient opportunities to respond to their teachers' comments.
- Ensure that governors are sufficiently challenging in holding the school to account for its performance.

Outcomes for individuals and groups of pupils

2

Pupils are proud of their school and enjoy their lessons a great deal. The level of commitment to their work is high and they collaborate well when working in groups or in pairs. For example, during a Year 4 Geography lesson, groups of pupils enthusiastically worked together to compare and contrast various aspects of ancient and modern Egypt, using a range of resources including research on the internet. On another occasion, Year 2 pupils wrote a set of instructions on how to make a Guy Fawkes and then gave feedback to each other on the quality of their work.

The quality of learning seen in lessons during the inspection was good overall, and the work seen in pupils' books confirmed the school's own analysis that pupils are making good progress and achieving well. This is due to improvements to the quality of teaching and learning, particularly in Key Stage 1, where progress has previously been slower. Pupils enter the school with low attainment and make good progress and attain broadly average standards overall. Previous underachievement has been addressed well and there was a significant increase in those achieving the higher Level 5 last year. Pupils in the current Years 2 and 6 are on course to reach higher standards than in previous years. All groups make similar good progress to their peers, including those with English as an additional language and those who have special educational needs and/disabilities.

Pupils are responding well to the school's drive to increase attendance, which has improved significantly since the start of last summer and is now broadly average. Relationships throughout the school are good and pupils were well mannered and friendly during the inspection. Pupils of all ages have a clear understanding of the importance of healthy eating and regular exercise and how to keep themselves safe. This is reflected in the school's national awards. Their contribution to the local community is well established through, for example, the Fabulous Fairholme Funksters, who successfully took part in the Mayor of London's 2010 New Year's Day Parade, where they were placed fourth in the floats and won 4,000 for the Mayor of Hounslow's Charity. With their satisfactory grasp of literacy and numeracy, combined with their good information and communication technology (ICT) and interpersonal skills, pupils are satisfactorily prepared for their future studies and economic well-being.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers demonstrate good subject knowledge and skilfully use technology such as interactive whiteboards to capture pupils' imagination. In the best lessons seen, teachers plan for the learning needs of all pupils, set a good pace and create opportunities for pupils to engage in a wide range of learning activities. However, there are occasions when teachers miss opportunities to provide sufficiently challenging activities and pupils' learning and progress are slower than in the more successful lessons. Marking has improved recently with the 'wow' and 'now' comment system, but it does not consistently make explicit how the pupils' work relates to their targets and what they need to do to reach the next level. In some cases, teachers do not ensure that pupils follow-up on their comments other than in correcting spelling.

The well-organised curriculum and range of additional opportunities, such as the many creative, musical, sporting and artistic activities available, ensure that pupils enjoy a wide range of stimulating experiences which effectively helps to support the achievement and personal development of all pupils well. Through well-planned cross-curricular themes and work with many outside agencies, good opportunities are created for extended writing activities that have raised the standards in writing significantly for all pupils in the last year. Participation in initiatives, such as the Reading Recovery programme, is effectively raising reading standards for those pupils who find reading a challenge. However, there are still missed opportunities in planning to fully exploit pupils' reading skills.

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The good care, guidance and support that the pupils receive underpin the very positive atmosphere within the school. Strong links with families, partnerships with agencies, and carefully planned provision combine to enable pupils who experience difficulties to make good progress. The school's strategies to encourage increased attendance are meeting with success, as are its strategies to raise levels of pupils' reading and writing. However, there are inconsistencies in the quality of marking. Teachers do not always guide pupils sufficiently on how to improve their work because comments are too vague and do not focus on improving learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effectiveness of leadership and management in embedding ambition and driving improvement is good and underpins much of the success in raising attainment and achievement. Senior leaders set ambitious targets for improvement, well-defined actions, including a sharp focus on the professional development of teachers, and regular monitoring and evaluation. The headteacher and his senior team have successfully inspired the entire staff to make a concerted effort to raise attainment and progress for all pupils. Tracking of pupils' progress is now thorough and provides a clear overview of their progress. The regular pupil progress meetings led by the headteacher, his deputy and the inclusion leader held with each individual class teacher have been a major contributor to ensuring that appropriate support is given to underachieving pupils and that teachers are accountable for the good progress of all. As a result, the rates of progress have improved and are being sustained. Middle leaders are increasingly effective at monitoring the quality of teaching and learning, but there is still more to do to iron out the residual pockets of satisfactory teaching. Staff morale is high and, as middle leaders told the inspectors, there is now a shared 'can do' attitude and all want to contribute to further improvements.

The school is a harmonious community, with all groups of pupils getting on well together, and discrimination is not tolerated. Pupils have equal opportunities to participate in activities, but the school is aware that it needs to do a more detailed analysis of all groups, however small, to ensure that all are equally supported to make the best possible progress in their learning and that all are actively encouraged to participate in activities that will best contribute to their personal development.

The contribution the school makes to community cohesion is satisfactory. While links with contrasting communities within the United Kingdom are at an earlier stage of development, pupils' knowledge and understanding of the global community are developing well.

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The governing body is well informed of the school's work and is highly supportive. Governors visit the school regularly and realise that formal arrangements to hold the school to account for its performance are not yet rigorous enough. There are satisfactory arrangements to ensure that all elements of the safeguarding requirements are in place. The school is compliant in the way that records are kept, but is actively seeking how arrangements can be improved further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Nursery and Reception in relation to their often low starting points. By the time they enter Year 1, attainment in the early learning goals in most areas is in line with age related expectations. However, their skills in reading and writing are less well developed.

Provision is good overall and leads to children enjoying coming to school and being purposefully engaged in the richness of activities available. This is because teaching is of good quality and there is a good balance between child-initiated and teacher-led activities. The indoor and outdoor facilities provide a stimulating environment which effectively enhances learning in all areas. Children can explain what they are doing and take pride in their self-initiated activities. One child, stringing beads, said 'I am making a wolf.' Children's health and safety are ensured so that, for example, they know that visitors wear a different coloured ribbon from their teachers. Links with families and with external agencies to support children's learning and well-being are good. The phase is well led and managed, and leaders are aware of the need to improve planning so that the next steps of learning are identified more precisely for all children.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A small proportion of parents and carers responded to the inspection questionnaire. A very large majority of those who did respond were extremely positive in their support for the school. A very small minority felt that the school does not deal with poor behaviour effectively, and a few felt that insufficient homework is set. Pupils told inspectors that on the rare occasion that there is inappropriate behaviour, staff deal with it quickly and effectively. Scrutiny of books indicated a good coverage of work so far this year.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairholme Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 455 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	61	28	38	0	0	1	1
The school keeps my child safe	39	53	31	42	1	1	1	1
My school informs me about my child's progress	36	49	28	38	6	8	1	1
My child is making enough progress at this school	34	46	32	43	4	5	0	0
The teaching is good at this school	42	57	26	35	2	3	0	0
The school helps me to support my child's learning	33	45	34	46	1	1	0	0
The school helps my child to have a healthy lifestyle	35	47	34	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	35	33	45	2	3	1	1
The school meets my child's particular needs	32	43	30	41	6	8	0	0
The school deals effectively with unacceptable behaviour	30	41	27	36	7	9	1	1
The school takes account of my suggestions and concerns	26	35	33	45	6	8	0	0
The school is led and managed effectively	30	41	32	43	1	1	2	3
Overall, I am happy with my child's experience at this school	41	55	30	41	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 November 2010

Dear Pupils

Inspection of Fairholme Primary School, Feltham, TW14 8ET

Thank you for the warm welcome that you gave us when we visited your school. We greatly enjoyed talking to many of you and wish we had had more time to meet all of you. Yours is good school and these are some of the reasons why.

- Your headteacher, staff and governing body want to help you achieve your potential in all that you do and you are very well cared for and supported.
- You clearly enjoy school and we were very impressed with your good behaviour and friendliness towards each other.
- Your understanding of leading a healthy lifestyle is good; you know the importance of regular exercise and know how to stay safe.
- The school provides you with many enjoyable and fun learning opportunities.
- You take on lots of responsibilities in school and proudly raise funds for good causes.
- The majority of teachers prepare good lessons, and work with you to make your learning exciting.

We have asked the school to do three things to make it even better.

- The teachers are going to make sure you know how to improve your work when they mark your books.
- The governing body is going to check that the school is doing its very best to make sure that you are successful in all that you do.
- The teachers are also going to give you more opportunities to learn about cultures other than your own.

You can contribute to these improvements by working hard and responding well to all that the teachers ask you to do.

We wish you all the best for the future and thank you again for your help.

Yours sincerely

David Radomsky

Lead inspector

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