

Fairfield Community Primary School

Inspection report

Unique Reference Number	119969
Local Authority	Leicestershire
Inspection number	363913
Inspection dates	27–28 October 2010
Reporting inspector	Joanne Harvey HMI

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	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Alison Wood
Headteacher	Mark Tuckwell and Jenny Barrett
Date of previous school inspection	20 May 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Twelve lessons were observed and six teachers seen. Inspectors held meetings with members of the governing body, groups of pupils, parents, leaders at all levels, the special educational needs coordinator and a representative of the local authority. They observed the school's work, and looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans, school policies and 56 questionnaires from parents and carers, 24 staff and 81 pupils.

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

- Is progress at least good in each key stage, key subjects and for different groups?
- Are there inconsistencies in the quality of teaching and learning which are resulting in slower progress for pupils in some classes?
- Are leadership systems rigorous and accurate in their analysis of the school's strengths and areas for development and are all staff playing their full part in driving improvements?

Information about the school

The school is smaller than average. The proportion of pupils entitled to claim free school meals is known to be below average. The very large majority of pupils are White British and the first language of the overwhelming majority is English. The proportion of pupils with a special educational need and/or a disability, including those with a statement of special educational need, is below average. Among others, the school has achieved an International Schools Award and a Sports Active Mark. Pupils transfer to high school at the end of Year 5. There is a pre-school which operates on the premises which is privately run and inspected separately. Almost half the pupils attend from outside the catchment, from Leicester City. The school is being led for one term by a co-headship of an interim headteacher for two days and the deputy headteacher for three days. A full time substantive headteacher has been appointed from January.

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

Fairfield Primary School provides a good quality of education and an extremely positive and welcoming environment. It serves its pupils and local community well. Children get off to an excellent start in the Early Years Foundation Stage where their needs are met exceptionally well. The care, guidance and support provided for pupils throughout school is outstanding so that by the time pupils leave the school their personal achievements are at least good and some are exemplary. Staff value each pupil, know their needs well and form strong and trusting relationships with them. Therefore pupils say they feel extremely safe, they develop positive attitudes to learning and behave exceptionally well. They are proud to take on responsibilities, such as membership of the school council or as play leaders because they know they can make a difference to the smooth running of the school. They show empathy and are thoughtful of others, for example, in organising entertainment for local residents in the school's community wing and by the mature way they reflect on challenging questions asked of them such as, in Religious Education, 'what is suffering?'. Pupils enjoy school a great deal and demonstrate this through their above average attendance. They particularly enjoy the first hand experiences that they are offered through the good and well enriched curriculum, including many educational trips, residential visits and hands on investigations in the classroom.

Pupils progress well through Key Stage 1 and 2 so that by the time they leave Year 5 their attainment is above average in English, mathematics and science. The picture is complex, with attainment in reading being consistently high, attainment in mathematics showing a rising trend and attainment in writing fluctuating and progress in writing being relatively slower. This is because pupils are not offered enough opportunities to write at length or practise and celebrate their writing skills to a high level in other subjects. The rate at which pupils make progress sometimes varies across Key Stage 2. This is because, whilst the impact of teaching on learning is good overall and some outstanding practice was seen during the inspection, a few inconsistencies in teaching remain.

Governors provide outstanding support and challenge to the school. They have been particularly astute in how they have managed the change in senior leadership. Because leadership has been successfully devolved and accurate self-evaluation ensures leaders know the school's strengths and areas for development well, the drive for improvement has been sustained at all levels. Systems for tracking pupil progress and documents for improvement planning lack sufficient rigour to quicken this progress further. However, the impact of leadership can be seen, for example, in improved attendance and in higher attainment in mathematics, providing evidence of the school's good capacity to continue to improve.

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What does the school need to do to improve further?

- Quicken pupil progress and raise attainment in writing by:
 - providing more opportunities for pupils to practise their writing skills in a range of contexts and to write at length
 - celebrating examples of excellence in writing throughout school.
- Bring consistency to the quality of teaching and learning and the rate at which pupils make progress by:
 - ensuring teachers do not talk for too long, giving pupils more time to apply their learning
 - ensuring that all teachers check pupils' understanding and provide feedback which makes it clear to them how they can improve.
- Strengthen the impact of leadership and management systems by:
 - ensuring systems for tracking pupil progress are clear, concise and easily accessible to leaders at all levels
 - ensure that improvement planning identifies clear measurable outcomes for pupils and interim benchmarks for monitoring success.

Outcomes for individuals and groups of pupils

2

Observations by inspectors and other evidence presented by the school show that attainment is above average. The additional intervention programmes provided for pupils with special educational needs and/or disabilities ensure that they also do well. The school demonstrates its commitment to equal opportunities by ensuring that where there are differences in the performances of groups these gaps are closed quickly, for example between higher ability girls and boys in mathematics. Pupils known to be entitled to claim free school meals consistently outperform their peers nationally.

In the majority of lessons pupils were observed to be making good progress and in some lessons their progress was outstanding. For example, in one lesson where pupils were excited by a task to convince their peers to consign something to 'Room 101' they progressed rapidly with their understanding of persuasive writing. By the end of the lesson the majority were able to recite and explain 13 key features of persuasive writing! Occasionally, progress is slower because pupils are less stimulated, engaged and active. For example, in a lesson where the teacher read a text from the interactive white board and few questions were posed to check pupils' understanding, they found it more difficult to remember the key facts.

Pupils acquire a wide range of personal and social skills that help them to develop into well-rounded individuals. The school cultivates mutual respect and cooperation and promotes pupils' confidence and self-esteem well. Their spiritual, moral, social and cultural development is good and more first hand experiences are planned to further develop their ability to reflect and comment on their place in a multicultural and multi-faith society. They demonstrate a good knowledge of how to keep healthy and embrace the many sporting opportunities on offer with enthusiasm, taking the lead in some. Their confidence with

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new technologies and ability to apply their above average basic skills ensures they are prepared well for the next stage of their education and lives.

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	2
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	1
Pupils' behaviour	1
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	2
Taking into account: Pupils' attendance ¹	2
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?

Teaching is good. Relationships and behaviour management are exemplary and excellent attitudes to learning are promoted. The skills of support assistants are well developed and used. Lesson planning is detailed and shows clear success criteria. In the majority of lessons expectations are high and teachers are confident to use a range of teaching styles and activities to sustain concentration and motivation. Time is used well to ensure learning moves on at a brisk pace. In the best lessons, skilful questioning is used throughout to give additional challenge, gauge understanding and ensure that misconceptions are cleared up swiftly and teaching plans modified to meet individual needs. In a very few lessons, teachers talk for too long and misunderstandings are not successfully addressed; and some are not planned carefully enough to build the small steps of learning for all abilities. Some excellent examples of marking to help pupils improve their work were seen. These practices are not consistently applied.

The curriculum includes cross-curricular topic themes which are made more relevant because pupils are involved in making choices on what they want to learn and how. For example, pupils are well motivated by the class theme in which each year group has adopted a country to study, such as Colombia and Spain, with the 'challenges' given to

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pupils quickening their progress. Pupils talked excitedly about winning the 'Cable Car' and 'Pampalona Bull Run' challenges for mathematics and the 'Coffee' and 'Climb La Sagrada Familia' challenges for literacy. However, literacy has yet to be fully integrated into themes across the school and pupils offered more consistent opportunities to apply their skills in different contexts and to write at length. Partnerships and the use of subject specialists bring additional enrichment to the curriculum, particularly in the creative arts and sports.

At the heart of the school's work lies the removal of barriers to learning and establishing an environment in which all pupils feel confident they can succeed. Strong links with parents and carers, and effective partnerships with a range of agencies help to achieve this. Well-being is a high priority so vigilant systems ensure that the potentially vulnerable are identified quickly and successful interventions put in place. Transition arrangements are strong and include highly effective links with the local high school.

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	1

How effective are leadership and management?

A strong shared ethos of achieving success, 'The Fairfield Way', is well embedded. Despite staff changes and reorganisation of roles, the drive for improvement continues to be widely shared and motivation remains high. Staff work closely in teams within the school and across the family of schools to share high quality support, professional development and best practice. This results in good leadership at all levels. Self-evaluation is accurate and results in detailed improvement planning, though this does not always identify sharply enough what improvements will look like for pupils or how they will be measured. A wealth of information is collected about how well pupils are doing but this is not always presented clearly enough for all leaders to make the very best use of it to drive improvement as quickly as possible.

Governors are ardent supporters of the school and make an invaluable contribution. They are highly committed to carrying out their statutory duties, and astutely set the strategic course for the future. At the time of the inspection safeguarding practice was good and includes high quality training and ongoing monitoring and review and effective policies for ensuring equality of opportunity are well applied. The school knows its context well and exhibits examples of good practice in community cohesion including the provision of family and community, the sensitive use of pupils' own faiths and cultures to share information to their peers and links with contrasting schools in the United Kingdom and Thailand. Parents and carers are well informed and involved in the life of the school and their fundraising and hands on efforts have contributed significantly to improvements in the learning

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environment. Much has been achieved since the last inspection and the school offers good value for money.

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	1
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are extremely well cared for and thrive in this exciting environment. The many and varied activities ensure that children make excellent progress and achieve very well. Literacy skills are much lower than expected on entry, as are skills with number. Children's knowledge and understanding of the world is also below that expected but skills are nearer to expectations in other areas. Children gain a wide experience of the six areas of learning because they are taught exceptionally well by adults who assess their needs and track their progress very closely. When they leave Reception, children have caught up with their peers nationally in their writing skills and in all other areas they are working above the expected level. The Early Years Foundation Stage curriculum is extended into Year 1 where, as a consequence, pupils continue to thrive.

Children become confident and develop a range of skills that equip them extremely well for the future. They are successfully encouraged to be independent and, for example, can organise themselves with coats, and wellingtons. They know how to take turns and handle equipment with care. They keep themselves safe and healthy, for example, by putting on their safety hats, and tuck in to healthy snacks. Children concentrate well when working in a group with an adult, or at a task on their own. There is an excellent balance of adult-led and child-initiated activities. The opportunities outdoors offer the same excitement, variety and freedom for children to explore and discover as they enjoy indoors.

Leadership and management of the Early Years Foundation Stage are outstanding, ensuring that the environment is extremely well organised and safe. There is a strong drive for improvement which has ensured that the setting has moved from good to

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outstanding since the last inspection and demonstrates an excellent capacity to continue to improve. Adults are quick to spot potential barriers to learning and put support in place to ensure everyone is included. Parents, quite rightly, value highly the care that is taken to ensure children are happy and enjoying school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

An expected number of parents and carers responded to the questionnaire and, of these, the very large majority are happy with their children's experience of school and judged the overall management of the school to be effective. They are confident that the school meets their children's needs and that they are kept informed of the progress their children are making. They feel that their children are making enough progress and that teaching at the school is good. The vast majority feel that their children enjoy school and that their children are kept safe and are helped to have a healthy lifestyle. Inspectors endorse the parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairfield Community 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	75	12	21	1	2	0	0
The school keeps my child safe	39	70	16	29	1	2	0	0
My school informs me about my child's progress	32	57	19	34	4	7	1	2
My child is making enough progress at this school	35	63	17	30	3	5	1	2
The teaching is good at this school	35	63	17	30	2	4	0	0
The school helps me to support my child's learning	34	61	16	29	4	7	0	0
The school helps my child to have a healthy lifestyle	28	50	26	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)	28	50	20	36	0	0	1	2
The school meets my child's particular needs	33	59	15	27	3	5	1	2
The school deals effectively with unacceptable behaviour	26	46	23	41	2	4	0	0
The school takes account of my suggestions and concerns	24	43	22	39	3	5	2	4
The school is led and managed effectively	29	52	22	39	1	2	1	2
Overall, I am happy with my child's experience at this school	39	70	14	25	2	4	0	0

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.



29 October 2010

Dear Pupils

Inspection of Fairfield Community Primary School, Wigston, LE18 4WA

Thank you for making us so welcome when we came to inspect your school recently. I am writing to tell you what we found out about your school.

We think your school is good. The teachers work hard to make lessons interesting and to plan exciting activities for you to do. As a result, you make good progress in your learning and your attainment is above that of pupils in most schools. The youngest children settle quickly into the Early Years Foundation Stage and make excellent progress. Those of you who find work more difficult get good support so that you can do well too.

You told us that the school is a very happy place. You also said that teachers look after you very well indeed so that there is always someone there for you if you have worries or concerns. We were very impressed with how you behave and get on with each other. You concentrate well on your work and try hard to do your best.

The school is as good as it is because the governors and staff are always checking how well it is doing. They want the best for all of you and are always looking for ways to make it even better. That is why we have asked them to:

- help you make even quicker progress in your writing by asking you to use your writing skills more often in other subjects, write at greater length and make sure there are lots of excellent examples of your writing around school for you to see
- make sure that all the teaching is as good as the very best we saw by making sure that teachers give you more time to try things out for yourselves and always check that you understand everything in lessons and know what to do to improve
- make sure that checks on your progress and plans for improvement are as good as they can be.

Yours sincerely

Joanne Harvey

Her Majesty's Inspector

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