

# Fairford Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	115622
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	379110
<b>Inspection dates</b>	14–15 September 2011
<b>Reporting inspector</b>	Ann Henderson HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Guy Bailey
<b>Headteacher</b>	Jane Sparling
<b>Date of previous school inspection</b>	13–14 May 2009
<b>School address</b>	Leafield Road The Park Fairford GL7 4JQ
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	14–15 September 2011
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 18 lessons or part lessons, observed 10 teachers and held meetings with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at the school development plan, its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, minutes of the governing body's meetings, staff and pupil questionnaires and 89 questionnaires received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well teachers use assessment information to improve learning in reading, and mathematics for boys, and writing for boys and girls in Years 1 and 2.
- The impact of the strategies to improve the consistency in the quality of teaching which enables pupils to make at least good progress.
- The effectiveness of the governing body in monitoring the work of the school, particularly in relation to equal opportunities and demonstrating its capacity to sustain improvements.
- The quality of outdoor provision in the Early Years Foundation Stage and the opportunities for children to learn independently.

## Information about the school

Fairford Church of England Primary School is smaller than the average primary school. It has Early Years Foundation Stage provision in one Reception class. The proportion of pupils known to be eligible for free school meals is well below average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is in line with the national average. The majority of these pupils have speech and language difficulties. The proportion of pupils who have a statement of special educational needs is below the national average. A breakfast club, managed by the governing body, operates on the school site and was included as part of this inspection. A pre-school and an academy secondary school operate on the school site, but are not managed by the governing body and were not included in this inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Fairford Church of England Primary provides a satisfactory education. It places considerable emphasis on the pastoral care of its pupils. As a result, pupils feel safe and enjoy school. Attendance is above average. The school has a pleasant, welcoming atmosphere and pupils are friendly and polite to visitors, staff and one another. Provision and outcomes in the Early Years Foundation Stage are good. Although these children had only been in school for a week, they were already settled and enjoying the wide range of indoor and outdoor activities available to them. They make a secure and enjoyable start to school life. The outdoor area has been considerably improved since the last inspection.

The pupils, including those with special educational needs and/or disabilities, make satisfactory progress overall in Years 1 to 6. By the end of Key Stage 2, pupils' attainment is broadly average. There is some variation in the pace of learning. This is partly due to inconsistencies in teaching and partly to the lack of rigour in the monitoring arrangements. Assessment procedures have recently been improved and teachers are now able to access assessment information readily. However, this is not used with sufficient effect to plan tasks that match all the levels of ability within the class. More able pupils, in particular, are not being provided with sufficient challenge to accelerate their progress. Lessons are calm and behaviour is good, which typifies pupils' willingness to learn. However, the attainment of boys throughout the school is lower than girls'. Pupils have learning targets and work is adequately marked but these two are not sufficiently linked to ensure that all pupils receive the clear guidance needed to improve their work. A small minority of parents and carers do not think they are informed enough about their children's progress or given enough advice about how to support their learning at home. Some do not feel that the school considers their concerns and views, or acts upon these sufficiently. Leaders already realise they have work to do to engage parents and carers and involve them more in the life of the school and their vision for the future.

Senior leaders and the governing body are committed to ensuring that the school continues to improve. The school's self-evaluation is broadly accurate but insufficiently precise and not followed up with enough rigour to secure convincing progress in teaching and achievement. Priorities for improvement do not specifically measure the success of planned improvements. Senior and middle leaders are developing their skills in using assessment information, but have not been sufficiently robust in analysing and moderating the data and in evaluating the impact of teaching on learning. However, there is a growing ambition and shared vision among the

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staff. The school is now poised to move forward; its capacity to sustain improvements is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- Improve the effectiveness of leaders and managers by:
  - increasing the rigour of self-evaluation and school improvement planning through devising measurable steps to achieve the desired goals
  - rigorously monitoring the quality of teaching and learning
  - analysing and using assessment information to accelerate the rate of pupils' progress
  - increasing the ability of the governing body to hold the school to account and challenge it to improve.
- Improve the quality of teaching and learning so that the vast majority is good or better by:
  - ensuring teachers use assessment more effectively to plan lessons that provide appropriate challenge for different ability groups, particularly boys and the more able pupils
  - providing pupils with consistently good quality written and oral feedback, linked to learning targets, to support them in making further improvements
  - consistently sharing with pupils what they need to do to make good progress.
- Ensure that parents and carers feel listened to and that their views are taken into account by:
  - regularly engaging with parents and carers about their children's learning and how they can help to support it at home
  - improving the day-to-day communication between teachers and parents and carers
  - providing more opportunities for parents and carers to share in the life of the school and their children's learning.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement is satisfactory, given that pupils start school with skills and abilities which are broadly in line with national expectations for their age and attainment in lessons and in books is broadly average. There is some variability in the progress of boys across the school. Pupils with special educational needs and/or disabilities make satisfactory progress along with their peers. The pupils settle down quickly to their work and have good attitudes to learning. They are keen to learn and work well in pairs and small groups and enjoy sharing ideas with their classmates. In a Year 3 literacy lesson, pupils engaged with interest and excitement and were eager

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to contribute their ideas on the theme of ‘Kings and queens and gruesome things’, showing confidence in their ability to share their thoughts and approaching a writing activity with enthusiasm.

Pupils show a good understanding of what is required to grow up healthily. They appreciate the opportunity to grow and cook their own vegetables in school and enjoy caring for the chickens and goats. There are numerous opportunities for exercise. Daily ‘Wake ‘n’ Shake’ sessions are very popular. Pupils take their responsibilities serious and enjoy the good contribution they make to the school through the school council, the Eco Warriors team and Reading Ambassadors. Satisfactory application of literacy and numeracy skills ensures pupils’ sound preparation for the future. Positive behaviour and warm relationships are testament to pupils’ good social, moral and spiritual development. Pupils are keen to reflect on their own experiences and the feelings of others and strongly uphold values such as tolerance. However, their experience of other cultures within the United Kingdom is less well developed and remains an area for development.

*These are the grades for pupils’ outcomes*

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

**How effective is the provision?**

Although there are some well-taught lessons, teaching overall is satisfactory, because it does not accelerate the progress of some of the more able pupils. In the best lessons, teachers generate excitement and interest through planning suitably challenging practical activities which require pupils to solve problems and apply their skills and knowledge imaginatively. In these lessons, teachers share clear and precise

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

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objectives for pupils to achieve and set out well-defined criteria for success matched to the differing abilities within the class. They also use a wide range of strategies to support and engage pupils of all abilities. In Year 1, pupils were excited by a numeracy activity involving simple addition. The questioning by the teacher was well targeted to the abilities of the pupils, and good modelling and high expectations enabled pupils to calculate and count objects to 20 reliably. As a result, they made good progress in their learning. However, in the less effective lessons, teachers do not plan activities to match the learning needs of all groups of pupils, which results in some pupils making limited progress. Pupils do not contribute to organising and improving their own work sufficiently and are not clear about how to improve their learning.

The curriculum provides satisfactory support for pupils’ learning. Teachers have started to link subjects together and develop a progression of skills to make the curriculum more meaningful, but this development is incomplete and further improvements are planned. Additional enrichment during the weekly activity afternoon provides opportunities for pupils to make choices and work together in broad age-ranges to develop practical and work-based skills.

Good care, support and guidance are clearly evident as a central focus for the school. The provision to develop pupils’ personal skills through the personal, social and health education programme enables them to develop confidence and positive relationships. Teaching assistants support learning well, including those pupils with special educational needs and/or disabilities, which enables them to make satisfactory progress. Transition arrangements for pupils joining the school and moving to secondary school are good. The breakfast club provides a calm and welcoming start to the school day for those pupils who use it.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The headteacher is supported by an increasingly skilled and enthusiastic senior leadership team. They are working hard to increase the accountability of teaching staff by involving them more in the gathering and analysis of assessment data, but this is at an early stage of development and the impact is not fully evident. The school includes all pupils well, but the promotion of equal opportunities is only satisfactory because of the variations in provision for some pupils. The governing body understands the school well and training is provided for new members to

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enable them to quickly understand their roles and responsibilities. At present, the level of challenge provided by the governing body is insufficient to bring about rapid improvement. The school development plan lacks sufficient detail to drive forward improvements.

The school has generally positive relations with parents and carers and the introduction of text messaging, emails and newsletters are welcomed by parents and carers. A number of families support the school as 'reading buddies' and some support the weekly activities afternoon by sharing their skills and expertise with pupils. However, a small minority of parents and carers are not satisfied with all aspects of the school's work.

Safeguarding procedures are robust. The school has well-developed systems for ensuring all staff receive high quality up-to-date training for the effective safeguarding of pupils. The school makes a satisfactory contribution to community cohesion. There are good links within the local community with pre-schools and secondary schools. The links with the academy, in particular, are beginning to have a positive impact on some aspects of curriculum provision. However, there are no developed links with other schools outside the local area and many pupils have a limited understanding of the richness and diversity of the multicultural dimension of the wider United Kingdom.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The children settle quickly in the Reception class because of the good provision which ensures a wide range of interesting and stimulating activities for them to pursue. During the inspection, although at a very early stage in the school year,



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children arrived happily and settled quickly because adults provided a warm and welcoming approach. Already children understood the routines and were eager to join in the daily 'Wake 'n' Shake' with other pupils in the school hall. All children make good progress from starting points that are in line with what is expected of Reception-aged children. They enter Year 1 with attainment that is above average for their age and are well placed to access the Key Stage 1 curriculum. Children are able to learn independently, with a good level of sustained concentration. One child, using a number program on the computer, focused over a prolonged period of time to complete the activity correctly, showing great satisfaction when he was rewarded with a visual and auditory acknowledgement of his success.

Planning takes account of the children's interests and thorough assessment ensures the staff know how well the children are doing. Assessments do not always take into account the consistent, independent behaviour in children's self-initiated activities. As a result, some assessments have been adjusted through moderation. The 'learning journeys' record children's achievements. Parents and carers are also encouraged to contribute to assessments by completing 'Wow Certificates' when children achieve at home. The leadership and management of the Early Years Foundation Stage are good, with a strong team working well together. Well-organised systems for promoting children's welfare ensure children are safe and secure and feel happy and cared for. Children are provided with a well-resourced environment for learning, both indoors and outdoors.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The response rate from the parents and carers to the questionnaire was above average. The majority provided additional thoughts and comments. Of those that replied, a very large majority agreed their children were happy in school and that the school kept their children safe. The questions that had less favourable comments were from a small minority of parents and carers in relation to the leadership and management of the school and from those who do not feel that the school takes account of their suggestions and concerns. The inspection team found the leadership and management of the school to be satisfactory and areas for improvement have been identified. Inspectors also found that more could be done to consider the views of parents and carers and to communicate the outcomes of questionnaires to them. A very small minority feel that their children do not make enough progress. Inspectors found progress to be satisfactory in the majority of lessons for most

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pupils. Areas for improvement have been identified with regard to improving the progress pupils make in lessons.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairford Church of England 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	60	30	34	6	7	0	0
The school keeps my child safe	44	49	39	44	1	1	2	2
The school informs me about my child’s progress	16	18	60	67	5	6	4	4
My child is making enough progress at this school	17	19	54	61	11	12	3	3
The teaching is good at this school	21	24	51	57	7	8	3	3
The school helps me to support my child’s learning	20	22	53	60	10	11	5	6
The school helps my child to have a healthy lifestyle	26	29	55	62	6	7	1	1
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)	24	27	56	63	4	4	2	2
The school meets my child’s particular needs	18	20	57	64	7	8	6	7
The school deals effectively with unacceptable behaviour	16	18	57	64	4	4	7	8
The school takes account of my suggestions and concerns	11	12	54	61	13	15	5	6
The school is led and managed effectively	17	19	47	53	15	17	6	7
Overall, I am happy with my child’s experience at this school	31	35	47	53	7	8	4	4

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



16 September 2011

Dear Pupils

**Inspection of Fairford Church of England Primary School, Fairford GL7 4JQ**

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk to and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning. Yours is a satisfactory school.

These are some of the things the school does really well.

- All the adults in your school take good care of you.
- You feel safe in school and know there is always someone to talk to if you have a problem.
- You make a good contribution to your school and the wider community.
- Children get off to a good start in Reception and make good progress.
- You have a good understanding of how to live a healthy lifestyle.

We have asked the school to work on three things to make your school even better.

- Improve the way the school's big plan is written, so each step of progress is measured and all school leaders take part in checking the school's improvement.
- Help you all to know how you can improve your work and make sure activities are always interesting and at the right level for you.
- Make sure the school listens to the views of your parents and carers

It was a real privilege to visit your school. Continue to work hard and, most of all, enjoy your learning!

Thank you again for your help.

Yours sincerely

Ann Henderson  
Her Majesty's Inspector

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