

Fairhaven Primary School

Inspection report

Unique Reference Number	103786
Local Authority	Dudley
Inspection number	376963
Inspection dates	9–10 November 2011
Reporting inspector	Roy Bowers 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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	301
Appropriate authority	The governing body
Chair	Peter Miller
Headteacher	David Rowe
Date of previous school inspection	13 March 2007
School address	Barnett Lane Wordsley DY8 5PY
Telephone number	01384 818385
Fax number	01384 818386
Email address	info@fairhaven.dudley.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 20 lessons taught by 13 teachers. They held meetings with representatives of the governing body, groups of pupils, senior managers and curriculum leaders. Inspectors observed the school's work and looked at the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, school policies and 93 inspection questionnaires returned by parents and carers.

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

- The factors that account for pupils' consistently good achievement in reading and satisfactory achievement in mathematics and writing.
- The effectiveness of the use of marking to promote pupils' learning.
- The effectiveness of the school's support for those pupils whose circumstances make them the most potentially vulnerable.

Information about the school

The school is slightly larger than the average primary school. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. Most of these pupils have moderate learning difficulties. Almost all pupils are from White British backgrounds. Of those from minority ethnic groups, only a small percentage is learning to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is also well below average. The school has Healthy Schools status and Activemark.

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

Fairhaven Primary School provides a satisfactory standard of education and outstanding pastoral care. Pupils are courteous, friendly and caring, and adopt healthy life-styles exceptionally well. They are proud of the outstanding contribution that they make to the school and local community. Although teaching is satisfactory overall, there is some outstanding teaching where pupils are enthusiastically engaged in stimulating and exciting learning activities. Pupils' behaviour and attitudes to learning are usually very good. However, when the pace of learning in lessons is slow, a small number of pupils become disinterested and inattentive. The very few pupils who occasionally exhibit challenging behaviour are dealt with effectively. Working very closely with a variety of external agencies, the school ensures that excellent support is given to families and pupils whose circumstances make them the most potentially vulnerable.

Children enter the Early Years Foundation Stage with skills that are typical for their age. They make good progress so that, when they enter Year 1, their skills are just above expectations. In Key Stages 1 and 2, all groups of pupils achieve well in reading. By the time pupils reach the end of Year 6, their attainment in reading is above average. Progress is satisfactory for all groups of pupils in writing and mathematics, including those who are learning to speak English as an additional language and those of minority ethnic heritage. Pupils' attainment by the end of Year 6 is just above average in writing and mathematics. Additional support in lessons and a variety of intervention programmes help to ensure that pupils with special educational needs and/or disabilities make similar progress to their peers.

Reading is taught well because reading lessons are focused on improving specific skills and fostering enjoyment. In some mathematics and writing lessons, pupils' learning is often no better than satisfactory because teachers are not clear enough about what they want pupils to learn. Consequently, their teaching does not focus sharply enough on building upon pupils' knowledge and skills, and pupils are not guided systematically through learning in small steps. In some writing and mathematics lessons, the work is too hard for some pupils and too easy for others.

The use of marking to promote learning is inconsistent and varies from satisfactory to outstanding. Where it is outstanding, teachers give clear guidance on how the work can be improved and pupils have opportunities to learn from their mistakes and make improvements.

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

Recent appointments to the teaching staff and leadership team have had a positive impact on driving forward improvement. Strengths and weaknesses have been accurately identified and many new initiatives put into place to raise standards, especially in mathematics. As a result, pupils' progress is starting to accelerate although some weaknesses are yet to be fully resolved. Leaders at all levels are involved in monitoring and evaluating the work of the school. However, subject leaders have few opportunities to develop their skills in observing lessons and giving feedback, and the action plans for improvement related to subjects do not focus sufficiently on improving pupils' outcomes. Although members of the governing body enthusiastically attend the school's community activities, they are less regularly involved in monitoring and evaluating the work of the school. Taking into account the school's recent improvement and the weaknesses still remaining, its capacity for further sustained improvement is judged to be 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?

- Increase the proportion of good and outstanding teaching and improve pupils' achievement in mathematics and writing by ensuring that in all lessons:
 - teachers are clear about what they want pupils to learn, focus sharply on building upon pupils' current knowledge and skills, and guide pupils through learning in small steps
 - work given to pupils is matched well to their needs
 - the pace of learning is swift enough to hold pupils' interest and attention
 - marking is used effectively to give pupils clear guidance on how their work can be improved, and pupils have opportunities to learn from their mistakes and make improvements.

- Improve the quality of leadership and management by ensuring that:
 - subject leaders develop their skills of lesson observation and feedback
 - subject action plans for improvement focus on improving pupils' outcomes
 - the governing body is fully involved in monitoring and evaluating the work of the school.

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

The decline in pupils' achievement at the end of Key Stage 2 over recent years has been halted. A variety of intervention strategies has been put into place and is beginning to have a positive impact, especially on improving pupils' achievement in mathematics and writing. Many pupils from all groups and in all year groups, especially in the current Year 6, are exceeding the levels expected for their age in all subjects.

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

Pupils say that they enjoy coming to school and feel safe and secure. This is reflected in the warm and caring relationships between teachers and pupils in lessons and around school. Pupils respond exceptionally well when they are clear about what the teacher wants them to learn and when activities stimulate their imagination. During the inspection, there were many examples seen of pupils helping their peers to understand and complete the work given.

Pupils get on extremely well together and engage exceptionally well in the many opportunities to take on responsibilities in school and the local community. They are enthusiastic about their work with children from the Phoenix Centre and proud of the support they give for many charities and to a child in Africa. Pupils say that bullying is very rare and are confident that teachers will listen to their concerns and resolve any difficulties which may arise. Pupils’ excellent understanding of how to live healthy life-styles is demonstrated in their willingness to eat nutritious foods and take the opportunities offered by the school to engage in plenty of exercise. This is reflected in the Healthy Schools status and Activemark award.

Pupils’ application of basic literacy, numeracy and information and communication technology skills is satisfactory. However, the development of workplace skills for the future is good because they are consistently punctual, adopt leadership roles well, work effectively in teams and develop enterprise skills through small money-raising schemes.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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

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

How effective is the provision?

In lessons and around school, relationships between teachers and pupils are respectful and caring. Classrooms are bright and colourful, and provide stimulating environments that support learning. Although mathematics and writing lessons are planned in detail and show many activities, few plans are focused on what pupils are expected to learn. Consequently, in many lessons, although pupils are purposefully engaged in the activities their learning is not sufficiently focused and they are not guided well-enough through learning in small steps. Where teaching assistants are clear about what the pupils are required to learn, they make a strong contribution to learning.

The curriculum effectively promotes pupils’ spiritual, moral, social and cultural development. It is enriched well through a wide range of clubs and activities, including a successful breakfast club. A number of small-group initiatives have been implemented to support pupils who are underachieving. A structured approach to teaching early reading skills, some outstanding guided reading lessons and the use of a number of volunteer helpers who hear pupils read, all contribute to pupils’ good reading skills. However, the curriculum in writing and mathematics is not structured in sufficient detail to help teachers identify the small steps which help pupils learn effectively. Nevertheless, the number of opportunities for pupils to practise their writing skills in subjects other than literacy has improved since the last inspection.

Breakfast club is typical of the warm, stimulating, high quality care given to pupils. It provides many opportunities for pupils to develop their social skills while enjoying a healthy meal. The caring ethos of the school is evident in all the school’s actions and interactions between staff and pupils. Pupils are treated as individuals. The school very quickly recognises and responds to their different circumstances and liaises very closely with external agencies to support any pupils who are experiencing difficulties.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Following the decline in pupils’ achievement over recent years, there is currently a renewed energy to hasten their progress and raise attainment. All staff share a strong sense of common purpose centred upon providing high quality pastoral care and improving pupils’ achievement. Staff have received training on how to monitor

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

pupils’ progress and many of the self-evaluation processes are now more detailed and effective. Improvement in the use of assessment information means that pupils who are underachieving are identified earlier and supported through small-group work. The monitoring and evaluation skills of some of the subject leaders, however, are still at an early stage of development. The headteacher’s passion for ensuring that pupils enjoy coming to school and are happy is shown in his strong relationships with all pupils and his concern that each one of them receives the best possible care, guidance and support.

The school canvasses parents’ and carers’ views, values their responses and regularly keeps them up to date with the school’s news. The school is inclusive and there is no discrimination. However, weaknesses in matching tasks and activities to pupils’ individual needs in some lessons make the effectiveness of the school’s promotion of equal opportunities satisfactory overall. Strong links with the local community and work with pupils from contrasting communities further afield contribute to the school’s effective promotion of community cohesion.

Governance is satisfactory. The governing body is very proud of the high quality pastoral care that the school provides. Members are fully committed to the school and have a sound overview of its strengths and areas for improvement due to the wealth of assessment information provided by the headteacher. However, the level of challenge provided is no better than satisfactory because the governing body is not regularly involved in the school’s monitoring and evaluation activities. Safeguarding procedures are good. All staff have received relevant safeguarding training. In lessons, pupils are taught about personal safety and gain a good level of knowledge about how they can prevent themselves being in situations where they may be at risk.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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

Early Years Foundation Stage

Because of consistently good teaching, children achieve well in all areas of learning and most reach or exceed the early learning goals. They behave well, are happy and show a willingness to be independent. Children move about very sensibly, persevere well with their tasks and enjoy their activities, especially role-play. They cooperate well together and share toys and equipment sensibly. Relationships between adults and children are strong and supportive, and help children feel safe and secure.

On arrival each morning, children soon settle into the routine of the day. There are effective links with families and external agencies to support children's learning and well-being, especially those whose circumstances might make them vulnerable. Appropriate assessments are made of children's progress, but some of the information is not used well enough to ensure that all the activities given to the children fully match their needs. Parents and carers are provided with good information so that they can support their children's learning at home. Effective use is made of the outside area to give children stimulating and enjoyable learning experiences. Self-evaluation is accurate and the Early Years Foundation Stage leader has a good awareness of the department's strengths and areas for improvement.

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

Most parents and carers are happy with their children's experiences at school. Almost all say that their child enjoys coming to school and is kept safe, and that they are helped to support their children's learning. The greatest concerns expressed relate to the amount of progress made by their children and how effectively the school deals with unacceptable behaviour. The inspection found that nearly all pupils behave well in lessons and around school, and in some lessons behaviour is exemplary. The inspection found that the school has dealt well with recent, occasional incidents of very challenging behaviour, and has effectively minimised its effect on other pupils. Inspection findings agree that pupils' progress in reading is better than in writing and mathematics.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairhaven 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 301 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	67	29	31	2	2	0	0
The school keeps my child safe	63	68	29	31	0	0	0	0
The school informs me about my child’s progress	38	41	47	51	7	8	0	0
My child is making enough progress at this school	41	44	40	43	7	8	2	2
The teaching is good at this school	46	49	41	44	4	4	2	2
The school helps me to support my child’s learning	47	51	43	46	3	3	0	0
The school helps my child to have a healthy lifestyle	49	53	40	43	2	2	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)	31	33	49	53	3	3	1	1
The school meets my child’s particular needs	39	42	46	49	5	5	2	2
The school deals effectively with unacceptable behaviour	39	42	41	44	7	8	2	2
The school takes account of my suggestions and concerns	29	31	55	59	5	5	0	0
The school is led and managed effectively	43	46	40	43	4	4	2	2
Overall, I am happy with my child’s experience at this school	52	56	35	38	5	5	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	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).

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"> ■ 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.



11 November 2011

Dear Pupils

Inspection of Fairhaven Primary School, Wordsley, DY8 5PY

Thank you for being so polite and friendly when we visited your school recently. We liked the way you play happily together and work hard in lessons. You have an excellent understanding of how to keep yourselves healthy. We were pleased to find that you enjoy coming to school and were very impressed by the sensible way you behave. We found that you make excellent contributions to the school and the community. The school council told us about the charities you support and the work some of you do with children from the Phoenix Centre. We were very impressed with the standard of your reading and were pleased to find that your mathematics and writing are improving.

The school provides a satisfactory standard of education and cares for you exceptionally well. We want the headteacher and governing body to improve the school and have asked them to make sure that:

- in your mathematics and writing lessons, the teachers are clear about what they want you to learn and carefully guide you through learning in small steps
- the work you are given is not too easy or too hard, and keeps you interested and motivated
- all teachers mark your books in a way that tells you clearly how to improve your work and gives you opportunities to learn from your mistakes
- the governing body and some of the teachers who have special responsibilities in your school look even more carefully at how well you are all learning in lessons.

All of you can help the school improve by continuing to work hard, especially at your mathematics and writing. Thank you again for being so helpful and courteous.

Yours sincerely

Roy Bowers
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**