

# Fairway Primary School and Children's Centre

## Inspection report

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<b>Unique reference number</b>	101278
<b>Local authority</b>	Barnet
<b>Inspection number</b>	376536
<b>Inspection dates</b>	23-24 May 2012
<b>Lead inspector</b>	Sonja Joseph

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	258
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Rowell
<b>Headteacher</b>	Ms Jan Parker
<b>Date of previous school inspection</b>	18 November 2008
<b>School address</b>	The Fairway Mill Hill London NW7 3HS
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<b>Registered childcare provision</b>	Fairway Children's Centre
<b>Number of children on roll in the registered childcare provision</b>	36
<b>Date of last inspection of registered childcare provision</b>	November 2008

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<b>Age group</b>	0-11
<b>Inspection date(s)</b>	23-24 May 2012
<b>Inspection number</b>	376536



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## Introduction

Inspection team

Sonja Joseph	Additional Inspector
Michael Jude	Additional Inspector
Maura Doherty	Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed nine teachers and visited 19 lessons. Approximately one third of lessons were jointly observed by the headteacher. Discussions were held with groups of pupils, two members of the governing body, parents and staff. The inspectors looked at the school's self-evaluation documents, the school development plan, pupil progress data, attendance data, documentation relating to safeguarding and child protection and pupils' workbooks. The inspectors observed the school's work and took account of the responses to the online Parent View survey in planning the inspection; they also analysed 120 questionnaires returned by parents and carers, as well as those returned by 109 pupils and 13 staff.

## Information about the school

This is a slightly larger than average-sized primary school with a children's centre. It moved into a new purpose built building in 2010. The children's centre 0-3 provision was inspected as part of this inspection. The Early Years Foundation Stage provision supports Nursery and Reception aged children. The school serves a diverse community with pupils coming from a variety of different backgrounds. The proportion of pupils who speak English as an additional language is well above average and rising. The proportion of pupils known to be eligible for free school meals is also above average. The percentage of disabled pupils and those with special educational needs supported at school action plus, or with a statement of special educational needs, is average. The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government. The school is co-located with Northway Special School, which is subject to a separate 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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Leaders have taken decisive action and rectified the dip in performance in English in 2011. The school is not yet outstanding because while teaching is good overall, some teaching is no better than satisfactory and consequently there is some variability in the rates of pupils' learning and progress between classes.
- Pupils' achievement is good. Pupils make good progress, often from low starting points, to reach average levels of attainment by the end of Year 6. Current standards in English are high. Children's outcomes are good in the Early Years Foundation Stage and outstanding in the 0-3 provision in the Children's Centre. The school works effectively to meet pupils' specific needs. All groups of pupils, including disabled pupils and those with special educational needs, learn and progress well.
- Teaching is typically good because it excites and enthuses pupils. Occasionally, in some lessons, opportunities are missed to encourage pupils to develop as independent learners. Furthermore, there are a few inconsistencies in the time and emphasis given to helping pupils use teachers' marking, feedback and their individualised learning targets to improve progress further.
- Pupils have positive attitudes to learning and behave well in lessons and around the school. They have a good awareness of how to keep themselves safe, for example when using computers or when crossing the road.
- Good leadership and management have maintained the school's good overall effectiveness since the previous inspection. The proportions of pupils reaching above average standards in assessments at the end of Year 6 have increased. Together with recent successful developments in the provision for English, this shows the effective leadership of teaching and management of performance.

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

- By July 2013, reduce variability in the rates of pupils' learning through the school further by:
  - ensuring pupils are set independent tasks as early as possible in lessons
  - enabling pupils in all classes to systematically take account of teachers' guidance on how to improve their work and take responsibility for checking their progress against personalised targets.

## Main report

### Achievement of pupils

All groups of pupils, including those from minority ethnic backgrounds, make good progress and achieve well. From starting points that are usually below those expected for three-year-olds when they join the Nursery, pupils reach average levels of attainment by the end of Year 6. Current attainment is already above average for Year 6 pupils in writing, reading and mathematics. Progress in English was previously falling behind that in other subjects, but effective action, including specific targeted interventions, has resulted in rapid progress this year. Children make good gains in their learning in the Early Years Foundation Stage. A range of engaging activities captures the imagination of the children and there are ample opportunities for independent learning. Basic writing skills, such as finger spacing and sentence construction, are covered thoroughly with support and challenge from teachers and support assistants. The teaching of reading is a strong feature of the school's provision. Pupils are successfully linking letters and sounds to tackle unfamiliar words when they are reading and writing. Their confidence as readers is growing securely. This emphasis on improving pupils' reading skills is successfully raising pupils' attainment in reading. Attainment in reading at the end of Key Stage 1 and at the end of Key Stage 2 is above average. Pupils demonstrate a clear enjoyment of reading. The majority of pupils take books home and a number said that they read with their parents or carers, and that their favourite stories are traditional tales.

Pupils are keen and enthusiastic learners who work well collaboratively and independently when given the opportunity to do so. Pupils who speak English as an additional language benefit from additional sessions to boost their English speaking, reading and writing skills. Higher attaining pupils are challenged with open-ended questions that stimulate their curiosity and deepen their understanding and social development. For example, in an outstanding English lesson higher attaining pupils rapidly progressed to answer challenging questions about the language in an advertisement. The inspection questionnaires indicate that most parents and carers are confident that their children are making good progress and that their needs are met. Inspection findings support this view.

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

## Quality of teaching

Many examples of good or better teaching were seen in all classes in the school, but some teaching is no better than satisfactory. This inconsistency explains why pupils' achievement is good, rather than outstanding. The very best lessons promote good application of basic skills and development of problem-solving skills. For example, in an effective mathematics lesson pupils collaborated well when working in small groups to solve problems relating to repeated patterns, linked to a literacy text. In the Early Years Foundation Stage there is a strong focus on language development. Good teaching, based on secure knowledge of the Early Years Foundation Stage, with well-linked activities, enables children to make good progress. The stimulating learning environment and good use of the outdoor area supports their learning and reflects the indoor curriculum. Teachers use questioning very effectively to move pupils' thinking forward. The pace is brisk in most lessons and tasks are linked to real-life situations, which motivate pupils to engage and respond enthusiastically. This was illustrated in a Year 5 literacy lesson; pupils had to produce character descriptions related to a film clip to present to other pupils. They all made gains in their understanding of adjectives and adverbs, producing complex sentences. The planned curriculum is effective at enhancing pupils' learning and has a positive impact on their personal development as well as their academic achievement. Initiatives designed to promote skills in mathematics have had a positive effect. Developments to the English curriculum ensure pupils write regularly at length in a variety of different styles and have daily opportunities to practise their independent reading skills. Interventions, to support any pupils who may be in danger of falling behind, are particularly well targeted through good tracking of their progress. Effective provision and support for disabled pupils and those with special educational needs ensure that they make good progress. Teachers and teaching assistants, across the school, work together well, providing tailored support for each pupil's individual needs, enabling them to make good headway. Occasionally in lessons the pace of learning slows because teacher explanations of new learning are overly long. As a result, pupils lose concentration and this leads to low-level disruptions, such as pupils chatting among themselves, or not working at a fast enough pace. Furthermore, there are not always sufficient opportunities for pupils to respond to teachers' comments about their work and to take responsibility for knowing their individual targets to promote their progress. In the inspection questionnaire, most parents and carers felt that their children are well taught at the school, a view endorsed by inspection findings.

## Behaviour and safety of pupils

Pupils from diverse backgrounds get on well together. Pupils' behaviour and attitudes make a good contribution to their own learning in lessons and the friendly atmosphere around the school. Pupils respond promptly to reminders from staff about the behaviour that is expected. Most parents and carers who responded to the inspection survey are confident that behaviour is good at the school, although a few parents and carers feel that lessons are occasionally disrupted by bad behaviour.

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Most pupils in their survey confirmed that behaviour is good in lessons all or most of the time, which reflects inspection findings. Pupils have a good understanding of different types of bullying, including physical, name calling and cyber-bullying. A few parents and carers did not agree that incidents of bullying are dealt with effectively. However, inspection evidence shows that this is not a concern for pupils, who could discuss a range of sensible and mature actions to take should they find themselves in such situations. They say that bullying is 'not a big issue' and that if bullying does occur they feel they can go to any of the teachers for help.

Discussions with pupils and their responses to the questionnaire indicate that they feel safe and valued in school. Older pupils enjoy taking responsibility as ambassadors and advising younger pupils on health and safety through circle time activities. Road safety and anti-bullying events, visitors from the local emergency services, and advice on travelling on public transport for pupils in Year 6, all help pupils to develop a strong awareness of how to keep themselves safe from harm. Pupils' attendance has improved and is average. This is due to the school's positive actions that contribute significantly to keeping up the expectations for regular attendance, and offer strong support to families and pupils.

### **Leadership and management**

Leaders, managers and members of the governing body have worked successfully to maintain the quality of the school's work and improve pupils' achievement since the previous inspection. Together, they have sustained good behaviour and improved pupils' attendance rates. Greater challenge for higher attaining pupils in lessons has increased the proportion of pupils reaching above average levels in English and mathematics. Since the previous inspection, leaders and managers have further improved performance in English in both key stages. The introduction of a more rigorous, whole-school approach to tracking pupil performance has helped leaders and managers identify any groups at risk of underperforming and take appropriate actions. The headteacher, ably supported by the deputy headteacher, has a clear understanding of the school's performance and is already raising the staff's expectations further about what pupils can achieve. Supported by well-targeted training and professional development, staff are working together with a shared vision to enhance the curriculum further and raise pupils' academic outcomes. Teachers are now involved in termly monitoring, the results of which are closely scrutinised in order to inform future actions and ensure all pupils and groups of pupils make at least good progress. Leaders and managers successfully promote equality and tackle discrimination. As a result, gaps in achievement for different groups have narrowed significantly or are closing rapidly and all members of the school community work happily together. Partnership with others, including the children's centre, contributes effectively to pupils' good achievement and progress. In view of improvements made since the last inspection and the clear vision for the future, the school has a good capacity to improve.

The good curriculum is enhanced by a variety of enrichment activities. These involve sports and music festivals, drama projects with theatre companies, wrap-around care and residential visits, all of which provide cultural experiences that enhance learning. The school effectively promotes pupils' spiritual, moral, social and cultural

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development through many aspects of the curriculum, as well as through daily routines and responsibilities.

The school has developed effective relationships and engages well with parents and carers resulting in positive support for learning at home and raised aspirations for their children. Safeguarding arrangements meet all requirements and are effective.

The school site is well maintained and staff have a robust knowledge of procedures to safeguard pupils' welfare and safety.



## The Early Years Foundation Stage delivered in the registered childcare provision

Children attend the 'Moon Room' from the age of two to three. This is in an adjoining area to the nursery age classes. The quality of provision and outcomes for all individuals are exemplary because staff make clear their expectations of the children and care for them very well. The Moon Room is well equipped and adults have an excellent relationship with the children resulting in outstanding behaviour and safety. Staff are particularly effective at supporting disabled children and those with special educational needs. Adults join in children's play activities, such as the 'bear hunt' in the school woods with visiting nursery-aged children from a local Jewish nursery. Adults encourage the children to describe potential hazards and what they need to do to avoid them. The children make exceptionally good progress in their welfare, learning and development. Extensive records of children's achievements, which includes parents' comments, are used exceptionally well to plan and resource the stimulating learning environment to promote children's growing independence, both indoors and outdoors. Subsequently all children are becoming active learners and are challenged to achieve their potential based on their starting points and capabilities. Wrap-around care from 8am to 6pm is well organised; for example, children enjoy having breakfast together with their friends. Displays are used well to help children understand that words carry meaning. The excellent partnership with parents means that they are included in all aspects of their children's care and learning.

*These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
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 for the registered provision	1

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



24 May 2012

Dear Children

### **Inspection of Fairway Primary School and Children's Centre, NW7 3HS**

On behalf of the inspection team I would like to thank you for the very friendly welcome you gave us when we inspected your school recently. We enjoyed meeting you and seeing you at work. We are particularly grateful to those of you who came to talk to us at breaktime.

You attend a good school. Children get off to a good start in the Nursery and Reception classes. You make good progress through the rest of the school and currently reach higher standards compared to many other pupils nationally by the end of Year 6. Those of you who need additional help are well supported by the adults in school, so you make good progress. You behave well and are keen to learn. You are taught well, and you told us that you particularly enjoy all the interesting outings, visits and visitors that the school organises for you. You have a good awareness of how to keep yourselves safe from harm, and almost all of you who completed the survey told us that you feel safe in school. You attend school regularly. The adults who lead and manage your school have worked well to make sure that it carries on improving. The work of the Children's Centre is excellent and the children who attend learn extremely well.

To help you do even better, we have asked that teachers set you tasks to do on your own more often, or in small groups, as early as possible in lessons. When teachers give you written advice and guidance to help you to improve your work, we would like the school to ensure that you always read and follow it carefully. This will help you make even faster progress. All of you can help by remembering your individual learning targets and checking regularly that you are meeting them.

I hope you keep on working hard so you can help to make your school even better. Thank you again for your contribution to the inspection and for your kindness and courtesy to us. We wish all of you the very best for your future.

Yours sincerely  
Sonja Joseph  
Lead Inspector

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