

# The Fairfield Community Primary School

Carnforth Drive, , Worcester, WR4 9HG

**Inspection dates** 16–17 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children enter the Early Years Foundation Stage with skills that are well below those typical for their age. They quickly start to make good progress and continue to achieve well throughout the school. By the time they leave at the end of Year 6, pupils' attainment is average.
- Teaching is typically good and there are instances of outstanding teaching.
- Most pupils behave well and teachers manage behaviour effectively. Pupils feel safe at school and inspection evidence supports their views.
- Attendance has risen significantly over recent years and is now very close to average.
- The headteacher has led the school very effectively since his appointment three years ago. Standards are rising and there is a consistent improvement in the progress made by pupils. The leadership has had a positive impact on raising the quality of teaching.
- The staff, including non-teaching staff, work very closely together as a team and this supports the school's aims and promotes the good improvements made since the last inspection.

### It is not yet an outstanding school because

- The progress made in writing is not as strong as in other subjects. Some pupils' writing is untidy and spelling is sometimes incorrect. Teachers do not provide sufficient opportunities for pupils to write in a range of different subjects.
- Work is often too easy for more-able pupils.
- Teachers do not regularly refer to pupils' targets or the next steps they need to take in developing their work when marking their writing in different subjects.

## Information about this inspection

- Inspectors observed 14 lessons, of which two were joint observations with the headteacher. In addition, the inspection team made a number of short visits to lessons.
- Meetings were held with groups of pupils, the Chair of the Governing Body and one other governor, a representative of the local authority and school leaders and managers.
- Inspectors considered the school’s own survey of parents’ views. There were not enough responses to the on-line survey (Parent View) for inspectors to view these.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s own information on pupils’ current progress, planning and monitoring documents and evidence about behaviour, attendance and safeguarding.

## Inspection team

David Evans, Lead inspector

Additional Inspector

Anthony Green

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Nearly all pupils speak English as their first language.
- Nearly half of the pupils are known to be eligible for the pupil premium, which is considerably more than most other schools.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average. The needs of these pupils are mainly related to moderate learning difficulties including speech, language and communication difficulties, and behaviour, emotional and social difficulties.
- The school has established a nurture group for pupils who are in need of additional support.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.

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

- Raise standards and accelerate progress in writing by:
  - giving pupils more opportunities to write at length, for different purposes and in different styles in subjects across the curriculum
  - improving pupils' spelling and the presentation of their work.
- Improve the consistency of teaching and learning by:
  - \_ ensuring that pupils, and especially the more-able, have work which is well matched to their needs
  - \_ improving marking so that it is more sharply focused on what pupils need to do to move on to the next level in their learning.

## Inspection judgements

### The achievement of pupils is good

- The majority of children start school in the Nursery with standards that are well below national expectations for their age. They make good progress throughout their time in Nursery and Reception across all the areas of learning. Their attainment when they start Year 1 is below that normally expected of five-year-olds.
- Throughout the school, boys and girls from all groups make good progress, including those who speak English as an additional language, disabled pupils and those who have special educational needs. This is because of the good quality of leadership and management of these aspects.
- Strong leadership has ensured that pupils' progress has accelerated and the gaps in attainment between different groups has closed to a significant degree over recent years. For example, pupils for whom the school receives additional funding through the pupil premium make good progress. Those pupils who attend the nurture group also achieve similarly to their classmates.
- At the end of Year 6 in 2012, standards were above average, with 94% of the pupils attaining Level 4 in English and mathematics combined. Over the last few years there is an improving trend in performance.
- Progress in mathematics is good because of the increased emphasis on improving teaching and learning in this subject.
- Progress in reading is good and improving because the regular sessions to teach phonics (letters and sounds) are demanding, and the pupils who need extra support are heard to read daily.
- Progress in writing, while good, is not yet as strong. In part this is because many pupils from a range of backgrounds have a relatively limited vocabulary, and do not have the confidence to articulate their views. Pupils often do not check the accuracy of their spelling or the presentation of their work. More-able pupils use technical vocabulary appropriately, but their range of vocabulary to discuss and write about issues relating to the world beyond school is limited.

### The quality of teaching is good

- The overall quality of teaching is typically good. A few lessons require improvement and a few are outstanding.
- Teachers and support staff have high expectations of pupils' achievement and behaviour. In lessons and around the school, staff treat pupils with respect and courtesy. These strong relationships help create a very positive climate for learning.
- A range of interesting and hands-on activities motivate pupils to learn and teachers use effective methods to develop pupils' academic and social skills. This was evident in a Year 6 lesson which required pupils to use a challenging range of thinking, problem-solving and investigative skills and activities.
- Early reading and writing skills are taught well and there has been a heightened emphasis placed on teaching phonics.

- The focus on improving writing is still at an early stage, but the impact is starting to show. However, opportunities are sometimes missed for pupils to write in a wider range of styles and for a broad range of purposes.
- Frequently, the pace of lessons is brisk so that learning is rapid and pupils acquire new skills and knowledge.
- In many lessons, where pupils make good progress, assessment information is used well to ensure that work is carefully matched to pupils' differing abilities.
- Occasionally, some of the work given does not take sufficient account of what pupils have already learned, with the result that a few pupils, particularly the more-able ones, lose interest in the lesson.
- Teachers' marking of pupils' work is regular and celebrates success, but it does not consistently point to areas for improvement or indicate the next steps that pupils need to take in their learning.
- Teachers have good subject knowledge and expertise, which they use effectively to enhance pupils' understanding in a range of subjects.
- Teaching assistants make a positive contribution to pupils' learning. This is particularly the case for disabled pupils and those who have special educational needs.
- Teachers make an effective contribution to pupils' spiritual, moral, social and cultural development, for example in music and art.

### **The behaviour and safety of pupils are good**

- The vast majority of pupils behave well. Most of the pupils and parents believe that behaviour is good and has improved markedly over the last three years. Pupils say that they like the rewards they get for good behaviour.
- Pupils enjoy school and have positive attitudes to learning. This is demonstrated by the improvement in their attendance over the last year or so. They are proud of school and of their successes and treat the resources and stimulating environment with respect.
- The proactive and caring nature of the school has resulted in barriers to learning being overcome for pupils who find school life difficult. For example, the nurture class makes an effective contribution to pupils' behaviour and achievement. Individual support for pupils' pastoral and academic needs helps pupils learn well and to understand and control their emotions.
- Pupils say they feel safe and this is supported by their parents' views. Pupils talk about how much they trust staff and would turn to them if worried or concerned. They say that there is very little bullying and they have a good knowledge of how to keep themselves safe, including when using the internet.

**The leadership and management are good**

- The headteacher, senior leaders and governors are ambitious to see the school improve and make clear their high expectations to all staff.
  - The school has effective procedures to manage teachers' performance. Good quality, on-going training has improved teaching from satisfactory to good. Targets are closely matched to the school's improvement priorities as well as to teachers' training needs.
  - The school has robust procedures to evaluate its performance and consults widely with pupils, staff and parents.
  - Staff monitor pupils' progress carefully and this information is used to ensure that pupils do not fall behind in their learning. The school makes sure teachers have the skills necessary to enable pupils to make good progress in literacy.
  - The headteacher and leaders have done much to improve behaviour and help pupils who find learning difficult. They have helped to create a safe and caring community in which pupils are nurtured very well and have supported particular pupils with prompt assistance.
  - The school teaches the different subjects in a practical and imaginative way, with an emphasis on developing pupils' skills. This encourages pupils to behave well and gives them a good understanding of keeping safe. It also promotes pupils' spiritual, moral, social and cultural development well.
  - Most leaders are now involved in checking aspects of the school's work and they produce detailed action plans to help improve their specific areas or responsibility.
  - The school places a suitable emphasis on equality of opportunity, so that no groups are disadvantaged or discriminated against.
  - The school works well with parents. The school website is useful in communicating with them and most confirm that they are kept well informed.
  - Very effective support from the local authority in recent years has enabled an effective programme of training to take place on a range of matters for governors, teachers and senior managers.
  - Safeguarding policies and practice meet current national requirements. They are applied consistently and, as a result, pupils and parents say that they have confidence in the care provided by the school.
  - **The governance of the school:**
    - is effective because governors keep themselves well informed and, as a result of this, are confident to ask searching questions and challenge leaders
    - is suitably involved in agreeing plans for improving this school. These plans are sharply focused on the most important things the school has to do next to raise standards even higher.
    - oversees aspects of the school's work through its effective committee structure and ensures that statutory requirements are met
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- makes effective use of the pupil premium funding to help disadvantaged pupils catch up. This funding is used effectively to provide a range of support such as additional staff and specialist literacy and numeracy resources.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	134707
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	402629

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Barnett
<b>Headteacher</b>	Justin Schiffmann
<b>Date of previous school inspection</b>	9 December 2009
<b>Telephone number</b>	01905 457577
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