

Fairchildes Primary School

Fairchildes Avenue, New Addington, Croydon, CR0 0AH

Inspection dates

17–18 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Leaders at all levels, including governors, have made excellent use of their resources to improve the school.
- Staff are well supported with resulting improvements in their performance. As a result, the school has improved considerably in some areas since the last inspection.
- The school's success is due to its strong focus on the needs of each pupil so none is left behind. Much teaching is outstanding and never less than good. Teachers provide activities and experiences which are fun, practical and inspiring.
- By the time they reach Year 6, pupils do much better than their peers nationally in English and mathematics.
- Pupils make outstanding progress. Disabled pupils and those with special educational needs receive specialist teaching and support and so make excellent progress. Pupils who receive additional funding are closely monitored and well supported to make better than expected progress.
- Pupils' behaviour is typically outstanding. They mix very well, show a great deal of care for each other and have extremely positive attitudes towards school. They are totally engaged in learning which excites and stretches them to their limits.
- Pupils report that they feel safe at school and always have someone to turn to if they need help.
- Parents and carers fully support the ambitions of the school and many benefit from the training opportunities offered.
- Marking and feedback are strong in English and mathematics, but teachers are less successful in telling pupils how to improve their work in other subjects between Years 3 and 6.

Information about this inspection

- Inspectors visited 20 lessons or part lessons and observed 19 teachers.
- Joint observations were conducted with senior leaders, including short visits to observe small-group teaching. In addition, inspectors conducted a work scrutiny with a senior leader to examine the writing in pupils' books.
- Inspectors scrutinised a range of documents, including the school's self-evaluation and school improvement plan, the school's data on pupils' achievement, minutes of governing body meetings, records relating to behaviour and attendance, and those relating to safeguarding.
- Inspectors listened to pupils read, met with different groups of pupils, interviewed a sample of staff, and spoke to groups of parents and carers. They also spoke to members of the governing body and a representative from the local authority as well as the headteacher and other staff.
- The views of parents and carers were sought at the start and end of the school day and through the school's surveys. There were 19 responses to the online questionnaire (Parent View). They also considered 41 comments from staff.

Inspection team

Brian Netto, Lead inspector	Additional Inspector
Jim Eshelby	Additional Inspector
Bimla Thakur	Additional Inspector
Gail Robertson	Additional Inspector

Full report

Information about this school

- This is much larger than the average-sized primary school. The proportion of pupils from minority ethnic backgrounds is around average; a small proportion of these speak English as an additional language.
- An above average proportion of pupils are eligible for the pupil premium which provides additional funding for looked after children, pupils known to be eligible for free school meals and children from service families.
- The proportion of pupils supported through school action is average as is the proportion supported at school action plus or with a statement of special educational needs.
- The number of pupils who leave or join the school at other than the usual times is well above average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs breakfast and after-school clubs.
- In September 2012, the school increased its roll by one class. It is opening a specialist unit for pupils with special educational needs in September 2013.
- The headteacher is currently supporting the leadership team in a local primary school.

What does the school need to do to improve further?

- Improve the quality of pupils' writing in Years 3 to 6 but particularly in Years 3 and 4, in subjects other than English and mathematics, by:
 - increasing opportunities for pupils to write in ways that are appropriate to these other subjects
 - building on the established best ways of marking and assessment found in some areas in Years 5 and 6.

Inspection judgements

The achievement of pupils

is outstanding

- Children start in the Nursery with skills at below levels typical for their age. However, they experience a rich combination of activities led by the teacher or chosen by the child. A stimulating environment with experienced and well-trained staff also helps them to develop skills quickly. By the time they leave the Early Years Foundation Stage, children have developed skills that are above levels typically found at the beginning of Year 1.
- Attainment in reading, writing and mathematics is well above average across the rest of the school. Progress is outstanding.
- Pupils are carefully assessed throughout their time at the school, and adults use this information to provide support at different intervals. A small number of pupils are given weekly support for their language development at a local authority centre. These pupils, alongside their peers across the school who also receive a variety of support from a wide range of specialists, make at least good progress as a result. Specialist support includes counselling, occupational therapy, one-to-one tuition, and speech and language support.
- All groups of pupils achieve outstandingly well, many from low starting points. Pupils at risk of not performing well, including those supported through additional funding, make at least good progress because work is well matched to their abilities. Disabled pupils and those with special educational needs make faster progress than their peers nationally. Pupils who speak English as an additional language and those who join the school at other than the usual times also make good progress.
- Year 3 pupils made rapid progress in a mathematics lesson because the challenges set for each group were well matched to their abilities. Pupils were well motivated and their very positive behaviour contributed strongly to their outstanding progress.
- Pupils in Year 6 made outstanding progress in their understanding of how brackets work in more complex equations during a mathematics lesson, as they were given challenges which took them a step forward in their learning, and the teaching made this fun and exciting.
- Pupils use their skills effectively in reading, writing and mathematics in other subjects. Opportunities to write using the styles appropriate to some other subjects are more limited, especially at Key Stage 2.

The quality of teaching

is outstanding

- Leaders and managers have worked very effectively to ensure that teaching is outstanding. Lessons are usually set at a brisk rate, teachers have high expectations, and the activities are designed to interest and engage the pupils at their own levels.
- The school makes full use of specialist teaching, for example, in music and sports, to supplement its own high-quality teaching staff. For example, pupils in Year 5 investigated moving toys, and through careful modelling by the teacher they developed confident use of subject language in their design work.
- Pupils benefit greatly from a large number of additional adults who provide specialist support in small groups or through one-to-one tuition.
- The school's programme to support improvements in writing has already had an impact on improved engagement in lessons and resulted in faster progress. Year 4 practised spelling and successfully applied different rules for writing sentences and, by separating groups according to their needs, this helped them make outstanding progress in their writing.
- Year 1 made outstanding progress when they were learning their letters and sounds, as they were able to practise reading, writing, speaking and listening as well as developing their

handwriting skills. The teacher ensured that the pace was brisk, provided examples to help and challenged them with effective questions.

- Pupils are given opportunities to investigate and find things out for themselves. This can lead to new discoveries, as, for example, Year 5 found out during a science experiment on materials that conduct electricity– as one pupil exclaimed, 'Wow, it works!' This is an example of how effective teaching contributes to the pupils' spiritual, moral, social and cultural understanding.
- Marking and feedback are generally effective in helping pupils to understand how well they are doing and the next steps they need to take in their learning. This is more developed in English and mathematics lessons and books, compared to some other subjects, especially for younger pupils in Key Stage 2.

The behaviour and safety of pupils are outstanding

- 'This school is good because it's a nice place to play, talk and learn.' This comment from one pupil sums up why this harmonious community effectively promotes high standards of behaviour.
- The breakfast and after-school clubs provide safe and secure learning environments and are very positive examples of how partnership with parents and carers works to develop relationships, improve attendance and support each pupil's learning. As one pupil pointed out, 'My mum can't get enough of this school.'
- Pupils show a great deal of respect and care for each other and express strong views about why bullying is unacceptable. They have very positive attitudes towards learning and enjoy taking part in lessons which engage their interest. They say they feel very safe and are very aware of how to keep safe when using the internet. Pupils show mature attitudes towards their own safety, including an awareness of how to use electronic media safely, such as mobile phones and computers.
- Pupils speak very highly of the counselling support offered through the 'Place2Be'. This confidential service run by specialist staff provides opportunities for pupils to discuss matters that are worrying them, and helps to resolve these difficulties. As one pupil said, 'If you are feeling down we have the Place2Be so you can discuss how you feel.' Support is also offered to parents and carers who also value this service.
- The school works hard with families whose circumstances make them vulnerable. As a result, the number of pupils who are often absent has reduced, and overall attendance is above average.

The leadership and management are outstanding

- Fairchildes is an ordinary school doing extraordinary things. This is reflected in the strong leadership provided by the headteacher and the leadership team, as well as the governors, who ensure that the needs of every child are met. 'This is a brilliant school with a wonderful ethos. We give the children a very good base from which to go and achieve their potential.' This comment from one member of staff echoed the views of the whole staff team.
- At the heart of the school is the shared commitment to the individual child and their specific needs. Everything the school does ensures that no child is left behind. Each part of the support is carefully planned and measured for its impact on the pupil's well-being and also their academic achievement. This reflects the school's firm commitment to tackling discrimination and promoting equality of opportunity. As a result, all groups of pupils make outstanding progress.
- Staff appraisal is robust and enables the school to reward staff for the improving progress that pupils make. Changes to the leadership team reflect the increasing success that teaching is having on achievement. All members of the leadership team are involved in checking on the

quality of teaching and use this information to hold staff to account for the achievement of the pupils.

- Teachers' performance is supported through training opportunities within the school and across the local authority. A member of staff indicates how the development of staff extends beyond the school: 'Fairchildes supports staff, parents and children well and is an integral part of the community.'
 - The curriculum makes a strong contribution to the pupils' spiritual, moral, social and cultural development. It is enriched by a strong emphasis on the arts, and this is vividly illustrated by the many wonderful, three-dimensional displays exhibited around the school.
 - The school has employed a variety of ways to raise achievement in literacy, and this has included a 'reading dog', where a visiting dog provides a comfortable environment for pupils to develop their reading for enjoyment.
 - The school works tirelessly to ensure that parents and carers get the most benefit they can out of the school. Some spoke about how the school has helped them increase their confidence through gaining a qualification within the school.
 - The local authority makes full use of the staff expertise at Fairchildes to spread the established best ways of doing things across the area. The headteacher is an experienced mentor for other leadership teams and is highly regarded within the community.
 - **The governance of the school:**
 - is highly effective as governors use their extensive knowledge of the school and the local community to hold the leadership to account for the progress of the pupils
 - has a close involvement in making checks on staff performance and has helped the school build a strong team with shared leadership responsibilities through the restructuring of the leadership team
 - has made excellent use of pupil premium funds to ensure that specialist staff are deployed to best effect and this has resulted in progress for these pupils above that achieved nationally
 - ensures that the school meets statutory requirements with regard to safeguarding.
-

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

Unique reference number	101784
Local authority	Croydon
Inspection number	402862

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	501
Appropriate authority	The governing body
Chair	Paul Gaye
Headteacher	Ros Sandell
Date of previous school inspection	July 2008
Telephone number	01689 842268
Fax number	01689 849338
Email address	office@fairchildes.croydon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 2012

