

# Fairford Church of England Primary School

Leafield Road, The Park, Fairford, GL7 4JQ]

**Inspection dates** 14–15 November 2013

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <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.

- Pupils of all abilities and backgrounds achieve well in reading, writing and mathematics.
- Children in the Reception class learn well so are ready for Year 1.
- Parents and carers are very pleased with what the school does for their children. All say their children are happy at school.
- Pupils' behaviour and their attitudes to learning are good. They are eager to meet the challenges teachers set.
- Pupils say they enjoy school, feel safe and that the school keeps them safe.
- The headteacher has been successful in leading the improvements in teaching, pupils' achievement and communicating with parents and carers since the previous inspection.
- Pupils achieve well because of consistently good teaching throughout the school.
- The school staff are a good team with shared goals. They all work together very well and this benefits pupils' learning and contributes to their good progress.
- Attainment has risen since the previous inspection and current data show this trend of improvement is continuing.
- The leadership team has successfully improved teaching by rigorous checking, well-targeted training, support and guidance.
- The governing body provides good support and appropriate challenge to school leaders.
- Governors understand and question the school's data about pupils' progress.

### It is not yet an outstanding school because:

- There is not yet enough outstanding teaching and learning to make sure all pupils make rapid progress.
- Teachers do not always use opportunities to improve learning when pupils ask and answer questions.
- Pupils do not always have enough opportunities to work independently.

## Information about this inspection

- The inspectors observed 10 lessons, seven of these with the headteacher or deputy headteacher, 10 small-group work sessions, two assemblies, and play and lunchtimes.
- Inspectors talked with parents and carers, pupils, staff, governors and a representative from the local authority.
- Inspectors analysed 95 responses to the online Parent View questionnaire, and a letter from a parent or carer, and 26 staff questionnaires were taken into account.
- Information examined included pupils' attainment and progress data, attendance and exclusion data, the school development plan, the school's self-evaluation document, staff performance management documents, the school's breakfast club files, records of meetings, policies and records for behaviour and safeguarding.
- Inspectors talked with two groups of children and listened to two groups of children read.
- They examined the work in pupils' books both formally with the deputy headteacher and informally during lesson observations, and sampled phonics sessions (where children were learning the sounds letters make).

## Inspection team

Jean Whalley, Lead inspector

Additional Inspector

George Long

Additional Inspector

## Full report

### Information about this school

- Fairford Church of England Primary School is a smaller than average-sized primary school.
- The school runs a breakfast club and after-school clubs.
- The proportion of pupils from minority ethnic backgrounds is below average and only a very small proportion of pupils speak English as an additional language.
- The proportion of pupils eligible for additional funding known as the pupil premium is below average. Pupils eligible for the pupil premium include those claiming free school meals, children looked after by the local authority and those from the families of service personnel at RAF Fairford.
- The proportion of disabled pupils and those who have special educational needs supported by school action, school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection a new headteacher and deputy headteacher have been appointed. Three teachers have left, and six new teachers and three new teaching assistants have joined the school.

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

- Raise the quality of teaching and learning to outstanding by:
  - using pupils' answers to questions and the questions they ask in lessons to reshape tasks to deepen their learning
- providing more opportunities for pupils to work independently and to pursue their own lines of enquiry.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment at the end of Year 6 in English and mathematics has been above national average over time and is improving. Attainment at the end of Year 2 is also above the national average.
- Teachers rigorously track the progress of individual pupils and groups of pupils in reading, writing and mathematics regularly. They use their accurate judgements about attainment and progress skilfully to plan learning and provide effective additional support. This means pupils make good and better progress from their individual starting points.
- Approximately half of the children start school with similar skill levels to those expected for their age but many do not. All children learn well and make good progress from their different starting points.
- Reading is taught well and pupils develop good phonics skills (recognising the sounds that letters make). Regular phonics sessions are well matched to pupils' abilities and they apply these skills in different subjects. Pupils' reading logs show they read a broad range of texts regularly. By the end of Year 6 pupils' reading is better than in similar schools nationally.
- Few pupils are eligible for additional support through the pupil premium. National data and the school's own information show that most pupils are making similar or better progress than their peers in school.
- The few disabled pupils and those with special educational needs are well supported and make good progress as a result.
- Those few children who leave Reception with learning and skills at below age-related expectations get good support so that almost all pupils are well prepared for Year 3.

### The quality of teaching is good

- Teaching over time is good and ensures that pupils learn and achieve well.
- Teachers and teaching assistants plan phonics sessions that ensure pupils make good progress in reading.
- Learning for pupils, including disabled pupils, those who have special educational needs and those who are more able, is well matched to their abilities. Teaching assistants make good contributions to learning for these pupils.
- Teachers use progress data to plan lessons carefully so that individual pupils and groups of pupils make good progress in lessons and over time. Individual targets enable pupils to make good and better progress. Older pupils talk confidently about their working and target levels.
- Teachers meet regularly with leaders to discuss pupils' progress. They identify any new problems in learning and progress and plan, review and modify interventions.
- The school's library is used regularly for many catch-up activities and small-group work. It is a particularly vibrant learning and teaching area. It provides easy access to a wide range of books and comfortable seating. Pupils enjoy the activities provided by the effective team of teaching assistants and learn well.
- Pupils understand and can talk about the 'pink/green' marking system. They know how it helps them to improve their work.
- Pupils routinely respond to their teachers' questions in their workbooks. Their answers show they have improved their learning. Sports funding and sporting activities provide pupils with opportunities to represent the school. They are the 2012 Gloucestershire Athletics Champions and in assembly their peers showed their respect by cheering them on when they were to defend their title later that afternoon.
- There are good cross-curricular links. Year 1 learned well when Mr Tumnus (a character in *The Lion Witch and the Wardrobe*) wrote a letter asking for 'help' to sort his Turkish delight. Pupils

had to describe the features of two dimensional shapes for him.

- Year 6 were presented with Second World War photographs and government posters such as Dig for Victory. They applied their learning about inference and deduction well to solve problems. Another challenge was to plan breakfast using wartime rations.
- In lessons most teachers question pupils well but miss chances to widen their knowledge and/or deepen their understanding. They do not always use pupils' questions and answers to reshape or adapt tasks to improve pupils' learning.
- Pupils do not always have the opportunity to work things out for themselves. The introduction of 'building learning power' encourages pupils to 'ask a friend or buddy' before approaching an adult to promote independent learning skills. This is beginning to show an impact but is not yet fully established in all classes.
- In Reception children play together sociably and learn well. Routines are well established. No opportunity for learning is wasted. For example, snack time is used for learning about healthy foods, the importance of drinking water and introducing a new song.
- In the bright and stimulating environment in the Reception class staff provide a very good range and balance of child-initiated and adult-led activities. Children learn well and make good progress in developing their skills.
- All staff continually assess children's learning and progress. They plan the next lessons so that by the end of the Early Years Foundation Stage most children have the skills expected for their age and are prepared well for Year 1.

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

- Pupils behave well, in class and around the school. They feel safe and secure in school.
- Pupils say that bullying is rare and if there is, 'It's only silly stuff that's not real bullying.' They clearly understand all types of bullying. They are confident that adults in the school would deal with any problems quickly and effectively. Behaviour logs confirm this.
- Pupils know that it is wrong to treat anyone differently because they look different, have a different colour of skin, pray in a different way or because they speak a different language at home. Pupils said they would tell a teacher if they heard anyone being called 'bad names'.
- Almost all parents and carers say bullying is not a problem at the school.
- Teachers and pupils respect each other. In lessons, pupils show good engagement and work well in pairs and groups.
- The school's values are reinforced at suitable times. Pupils regularly reflect on them when talking about their behaviour.
- The breakfast club provides adult-led and child-initiated activities in a safe and caring environment to provide a good start to the school day.
- Pupils are keen to attend school. The school uses robust routines to check on attendance and punctuality. Attendance has improved since the last inspection and is above average; pupils are punctual. There have been no exclusions in recent years.

### **The leadership and management** are good

- The strong school team has successfully addressed the areas for improvement identified at the previous inspection. The shared vision and ethos show their determination to continue to improve.
- The well-planned curriculum provides pupils with good personal and academic development by engaging and motivating them to make good progress and achieve well. Local and wider

communities contribute to pupils' understanding of local and world issues.

- Parents, carers and staff say that the school is well led and managed. Typical comments from parents and carers included: 'We know all about what's going on' and 'My kids love coming to school and do well.'
- Established systems and processes make sure that teaching is good and that teachers' salary progressions are linked to pupils' outcomes, the school development targets and teachers' personal professional development.
- Improvement planning and staff training are focused sharply on continuing to raise pupils' achievement.
- The school's self-evaluation is accurate apart from the judgement about behaviour and safety which leaders agree are good but not yet outstanding.
- In Reception, learning and safety are high priorities. The new Early Years Foundation Stage curriculum has well-planned activities, and complementary indoor and outdoor activities that focus on children's learning and personal development. Children learn well and make good progress.
- Pupil premium and sports funding is used well to support individuals and groups of pupils demonstrating how well equality of opportunity is promoted. The funding provides effective external support such as sports coaching.
- The local authority recognises the school's successes and has no concerns about its performance. It will continue to provide any support the school requests.
- Pupils' social, moral, spiritual and cultural development is exceptionally well promoted by teachers and leaders. The school's values, set to music by a parent or carer, are played or sung in assembly and in classes.
- Assemblies contribute very well to pupils' social, moral, spiritual and cultural development. The school offers pupils opportunities to take roles in re-enactments of stories with a moral. A play, *The Prodigal Son*, was written by a church member and performed by pupils and the church group.
- 'Shining Star' awards feature in weekly celebration assemblies. Pupils say they motivate them to work hard and behave well. Leaders respond well to pupils' initiatives, for example, the Blue Cross and Pudsey Bear fund raising were both initiated by pupils.
- A wide range of trips, visits and links with schools with a more diverse range of pupils informally develops pupils' social, moral, spiritual and cultural awareness.
- The school is part of a local community that adds to pupils' learning through visits by service personnel as part of Remembrance Day and a local war evacuee, and links with the local church. Safeguarding procedures are followed closely and meet requirements.

#### ■ The governance of the school:

- The governing body has a very clear understanding of the school. Governors know how well pupils make progress. They understand and question the school's progress data. They work with the school to see the improvement plans through. Governors recognise how each member of staff has to meet the teaching standards and is paid according to their experience and performance. The governing body provides strong support and appropriate challenge in equal measure. Governors understand how the pupil premium and sports funding are allocated and what results the school expects to see. They are trained well so that the school meets its statutory safeguarding requirements. Governors now have a programme of visits to the school to gather first-hand information to improve further their expertise.
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## 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> | 115622                |
| <b>Local authority</b>         | South Gloucestershire |
| <b>Inspection number</b>       | 426757                |

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>                 | 4–11                        |
| <b>Gender of pupils</b>                    | Mixed                       |
| <b>Number of pupils on the school roll</b> | 225                         |
| <b>Appropriate authority</b>               | The governing body          |
| <b>Chair</b>                               | Mrs Yvonne Bennetts         |
| <b>Headteacher</b>                         | Mrs Julie Fellows           |
| <b>Date of previous school inspection</b>  | September 2011              |
| <b>Telephone number</b>                    | 01285 712543                |
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