

# Fairway Primary School

The Fairway, Offerton, Stockport, Cheshire, SK2 5DR

**Inspection dates** 28–29 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.

- Achievement is good and accelerated progress is increasingly seen in many areas of the school. As a result, standards at the end of Year 6 are above average.
- Almost all teaching is good and some is outstanding. Teachers know their pupils well. They are knowledgeable, plan lessons carefully, explain things clearly and manage their classes well.
- Support staff provide effective guidance and help for pupils because they work successfully in partnership with teaching staff.
- The school provides a calm, caring and purposeful atmosphere for learning.
- Behaviour is good. Pupils have good attitudes to their learning and work together well.
- Pupils say they feel safe in school and are cared for well. Parents unanimously agree that this is so.
- The headteacher and deputy headteacher form a strong team. Together their quest for excellence has been instrumental in improving teaching and raising standards. Governors are well informed and provide support and challenge in equal measure.
- This ensures the school is very well placed to move forward.

### It is not yet an outstanding school because

- Although teaching is good, it is not yet outstanding. Pupils are not always sufficiently involved in checking their own and others' learning against agreed criteria.
- Pupils' achievement in mathematics is not as strong as in reading and writing, particularly at the higher levels. They do not always have enough opportunity to apply their skills in mathematics to solve problems or in other areas of the curriculum.
- Some subject leaders do not have a thorough knowledge of achievement in their subjects because their monitoring role is not yet firmly embedded.

## Information about this inspection

- Inspectors observed 13 lessons and visited various classrooms for shorter periods of time. One lesson was jointly observed with the headteacher.
- Meetings were held with a group of pupils, senior leaders and teachers with responsibilities for leading and managing subjects and key areas. A meeting was held with a group of governors and a representative from the local authority.
- Results from 31 responses to the online questionnaire (Parent View), alongside a recent questionnaire sent out by the school were taken into account by inspectors during the inspection.
- The inspectors heard pupils from Year 2 and Year 6 read. They also looked at their reading records.
- The inspectors observed the school’s work and looked at a number of documents including: the school’s data showing pupils’ current progress; documents relating to the school’s own view of its performance; the school improvement plan; records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

David Halford

Additional Inspector

## Full report

### Information about this school

- This school is a slightly smaller than average sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children whose parents are in the armed forces and those children who are looked after by the local authority.
- There are far fewer pupils from minority ethnic backgrounds than average, while the proportion of pupils speaking English as an additional language is well-below average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.

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

- Improve pupils' progress and teaching so that more is outstanding across the school and particularly in mathematics lessons by:
  - ensuring pupils, particularly the most able in mathematics lessons, do not spend too much of their time completing easier tasks before moving on to the more challenging activities
  - offering more opportunities in mathematics for pupils to practise the skills they have learnt in problem-solving activities and across other areas of the curriculum
  - creating more opportunities for pupils to check their own and others' learning against agreed, specific criteria.
- Ensure that subject leaders have an even more precise knowledge of achievement in their subject through closer checks made on teaching, planning and pupils' progress.

## Inspection judgements

### The achievement of pupils is good

- On entry to the Nursery class, many children demonstrate broadly average skills, but there are significant differences in children's skills in aspects of communication, language and literacy and personal development. In these, a significant number are below the expected level on entry to the setting. They make good overall progress from their individual starting points through the Early Years Foundation Stage, but a minority still have ground to make up on entry to Year 1.
- This good progress continues through Key Stage 1 and by the end of Year 2 in 2013, standards in reading and mathematics were beginning to nudge above average and were well above average in writing.
- Progress accelerates for pupils across most classes in Key Stage 2. Consequently, standards at the end of Year 6 are above average in reading, writing and mathematics. More than the national figure achieved the higher Level 5 in reading and writing and for the recently introduced spelling, punctuation and English grammar test, numbers of pupils attaining the higher level was well above their national counterparts. Although overall progress in mathematics is good, the number reaching the higher level is more variable and consequently, achievement overall is not as strong as it is for reading and writing.
- Progress in writing is good. This is because teachers provide many opportunities for pupils to write across all areas of the curriculum. They ensure most activities capture the pupils' interest and inflame their imagination. For example, an interesting display around the Second World War resulted in some emotive writing from pupils about the feelings of evacuees.
- Pupils across the Early Years Foundation Stage benefit from effective teaching of letters and their sounds. Although the results for the Year 1 reading test in 2013 were slightly below average, almost all the pupils who re-took the test for a second time met the required standard. Teachers ensure that all pupils build well on these skills and they apply them successfully to read unfamiliar words. Older pupils use their skills for research as well as developing a love of reading.
- Attainment in mathematics is above average as pupils leave Year 6 and many show confidence in carrying out numerical calculations. However, pupils do not have enough opportunities to practise the skills they have learnt in solving problems in real-life situations. This especially slows down the rate of progress of the most able pupils.
- Although overall, the majority of the most able pupils make good progress by the time they leave school this varies between classes. In a few lessons, some of these pupils do not always make as much progress as they could, particularly in mathematics. Teachers do not always keep these pupils working at hard enough tasks and sometimes they complete too much easier work than is necessary, before moving on to more challenging work.
- The school's tracking and assessment of the progress pupils make is thorough and rigorous for all groups of pupils. This is helping the school to ensure that all groups of pupils achieve well. Pupils not making the inspirational target set for them are quickly identified and supported so they do not get left behind.
- The relatively small numbers of pupils who are eligible for the pupil premium funding make similar progress to other pupils in the school because the funding is spent wisely on support and individual and group programmes of support. The 2013 Year 6 results showed that pupils in receipt of the funding were making better progress than similar pupils nationally. Attainment varies because of the low numbers included, but in 2013 these pupils were about 16 months behind their peers in reading, writing and mathematics. The school's tracking of current pupils shows that they are making the same good progress as other pupils and gaps in the achievement between these and other pupils across the school are closing steadily. This demonstrates the school's strong commitment to equality of opportunity.
- Disabled pupils and those with special educational needs have their needs swiftly identified and are supported well by talented and well-deployed teaching assistants. This ensures they make the same good progress from their individual starting points.

- The small number of pupils from minority ethnic groups makes similar good progress to their peers.

### **The quality of teaching is good**

- Almost all teaching is consistently good and some is outstanding. Parents overwhelmingly agree that this is so. Behaviour in the school is good and pupils generally display positive attitudes to learning.
- In the Early Years Foundation Stage, children develop a love of and good attitudes to learning, and learn to behave well. Teachers provide bright and colourful classrooms with a wide range of activities that extend learning both indoors and out. Staffs have a good understanding of the needs of these young children and ensure that throughout the day a wealth of imaginative opportunities develop both their independence and resilience.
- In the best lessons throughout the school, teachers ensure a brisk pace to learning with activities that capture the interest and imagination of the pupils, ensuring they remain focused and involved. Only when lessons are less engaging does pupils' interest wane at times.
- Teachers display good subject knowledge and know their pupils well. They provide opportunities for pupils to work together in pairs and larger groups. This promotes good discussion. For example, in a Year 4 lesson, pupils were enthusiastically discussing the meaning of 'snow on snow' from the Christina Rossetti poem 'In the Bleak Midwinter'.
- Teachers' routinely share with pupils what they are expected to learn and what they will need to do to successfully meet these objectives. They do not always, however, involve pupils in checking their own and others' learning against the agreed criteria. As a result, opportunities to involve pupils more fully in evaluating how well they are doing and how to learn from their errors are not fully exploited.
- In good lessons across most areas of the curriculum, pupils of all abilities are challenged to achieve as well as they can. Activities keep pupils 'on their toes' and ensure they have to think hard. This is not always the case especially in mathematics lessons, where sometimes pupils who are capable of working at a faster pace, are not always given hard enough work. For example, the most able pupils sometimes work their way through easy tasks, before reaching the more challenging activities.
- Teachers routinely plan for the basic skills of reading and writing to be used through other areas of the curriculum. Pupils learn the skills of research in their reading and regularly use their writing skills in other areas of the curriculum, and writing displays abound in classrooms and around the school. The opportunities for pupils to use mathematics across other subjects, however, are not promoted as widely.
- Teaching assistants play a valuable role in supporting disabled pupils and those with special educational needs, through specific programmes or individual and group support. The progress of these pupils is closely tracked so that the school is clear that they are achieving as well as their peers.

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

- This is a warm and harmonious school where all pupils are well cared for and their individual skills valued. Pupils say they are very happy here and all parents agree.
- Pupils are open, friendly, and polite and welcoming to visitors.
- In lessons and around the school, behaviour is generally typically good. However, where lessons are not as engaging, a minority of pupils can become fidgety and a little distracted at times.
- Relationships between pupils and adults and each other are good and pupils generally react positively to teachers' requests. Spiritual development is good and pupils appreciate the achievements of their classmates in the celebratory assembly on Friday.
- Pupils play happily together at break and lunch times, enjoying the large play facilities on offer

to them. They say that bullying is not an issue and are confident should it occur it would be swiftly sorted out by teachers. They have a good understanding of how to keep themselves safe and are well informed on the dangers of cyber bullying and e-safety. The school is visited by the fire service and police who talk to pupils about 'Stranger Danger' and bonfire safety.

- Pupils happily take on the variety of responsibilities offered to them, such as Years 4, 5 and 6 reading buddies help the younger children and Year 1 to read, and as librarians, school councillors and school and classroom monitors. They organise book competitions that create an enthusiasm for reading.
- Pupils enjoy the many visitors and visits they make and are appreciative of the many clubs on offer to them. Their enjoyment of being in school is confirmed by their above average attendance.
- The school promotes good spiritual, moral, social and cultural development. Daily assemblies, offering prayer and reflection times reinforce the school's values. Pupils know the difference between right and wrong, work well together and appreciate the different traditions and religions through taught lessons, links with schools at home and abroad and their many fund-raising activities.

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

- Leaders are determined and resolute in their drive for improvement. Leaders have a good awareness of the school's strengths and areas that need developing and have set the correct priorities for improvement. Action planning is thorough and the senior leadership team work well together. As a result, both pupils' achievement and the quality of teaching have improved since the last inspection.
- The monitoring of teaching has been robust and as a consequence has been instrumental in bringing about the acceleration in progress seen across most areas of the school.
- Staffs welcome their roles and responsibilities. Staff morale is high. One member of staff voiced the feelings of many with the comment, 'Fairway is a special family...all the staff work hard together... and try to give every child the best start in life.'
- Performance management is used effectively to promote the school's priorities and staff are aware of their targets for the year. The outcomes of performance management are shared with governors to ensure that pay awards link to the achievement of targets.
- Subject leaders are passionate about the subject areas they lead. They draw up detailed action plans to bring about further improvements. However, these are not always based on an in-depth knowledge of achievement because their monitoring role is not yet fully developed. Not all leaders currently check on all key aspects of their areas closely enough, such as teaching, planning and first-hand information about pupils' progress, in order to give them an even better understanding of pupils' achievement in their subject.
- The school's curriculum aims to give pupils 'hands-on' experiences through the many trips and visitors pupils enjoy. They do, however, keep an appropriate focus on the basic skills of reading, writing and mathematics. There are regular opportunities for pupils to use their basic skills in reading and writing across other areas of the curriculum, but much less so in mathematics.
- Regular tracking of progress gives all groups of pupils the opportunity to succeed. Where differences may occur in the performance of different groups, swift intervention ensures these differences are closing steadily. This demonstrates a strong commitment to equality of opportunity.
- The new Primary School Sport funding is being spent prudently. Qualified sports coaches are working with class teachers to ensure that teachers develop their own skills to teach physical education. In addition, many extra well attended after-school clubs are provided for appreciative pupils.
- Pupils' safety is of paramount importance to the school. As a result, arrangements for safeguarding are robust and meet requirements.
- The local authority representative is a regular visitor to the school and has supported the school

well on its journey, but now recognises, quite rightly, that the leadership of the school has good capacity to continue to move the school forward.

■ **The governance of the school:**

- Governors understand the strengths of the school and areas that require further improvement. Through comprehensive and regular headteacher reports, their own action plans and subsequent training and visits to the school, they ensure they are well-informed about pupils' progress in order to be challenging yet supportive of the school. They have a good understanding of the quality of teaching through termly updates in meetings and understand how the performance of teachers affects progress through the pay scale. Governors have a variety of expertise and interests. As a result, areas of responsibility are allocated accordingly. Governors understand how the pupil premium funding is spent and keep a close eye on the impact that this is having on helping these pupils to progress well.

## 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 Ousted 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 Ousted inspectors.</p>



## School details

<b>Unique reference number</b>	106046
<b>Local authority</b>	Stockport
<b>Inspection number</b>	426102

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>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julia Tait
<b>Head teacher</b>	Rev Lynn Boyle
<b>Date of previous school inspection</b>	5 December 2011
<b>Telephone number</b>	0161 4831873
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