

Fairlight Primary and Nursery School

St Leonard's Road, Brighton, East Sussex, BN2 3AJ

Inspection dates 16–17 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- School leaders are highly ambitious for the school and for its pupils. They make sure that teaching is consistently good and that the curriculum meets the needs of all groups of pupils.
- Governors hold the school's leaders firmly to account for raising pupils' achievement and improving the quality of teaching. They know how well pupils are doing in different subjects and year groups, and what leaders have done, and continue to do, to improve teaching across the school.
- Pupils behave well in lessons and around the school. They say they feel safe and that the staff look after them well. Their parents strongly agree that this is the case.
- The school promotes pupils' spiritual, moral, social and cultural development very well. As a result, pupils from different backgrounds appreciate each other's cultures and traditions, and show that they have a good understanding of British values.
- Teachers have high expectations of pupils. They understand pupils' needs and give them activities which are well suited to their different abilities. Teachers make sure that pupils know how well they are doing and give advice about how they should improve their work.
- Pupils achieve well because they make good progress from their starting points. By the time they leave the school, they are well prepared for the next stage of their education.
- The school has succeeded in narrowing gaps between the attainment of disadvantaged pupils and that of other pupils in the school and pupils nationally.
- Children in the Early Years Foundation Stage make good progress in developing their knowledge and skills in a wide range of areas. This is because staff work well together and with parents, and give children stimulating and enjoyable things to do.
- Parents are highly supportive of the school and are pleased with the standard of education it provides.

It is not yet an outstanding school because

- Teaching is not yet resulting in pupils making outstanding progress.
- Teachers do not consistently adapt activities during lessons when pupils are learning more quickly or slower than they had anticipated.
- Teachers do not always make sure that pupils have sufficient opportunities to respond to the advice they are given about how to improve their work.
- Leaders at all levels are not being fully effective in helping to improve the quality of teaching and learning.

Information about this inspection

- Inspectors observed teaching and learning in 15 lessons, observing all the classes in the school and all the teachers present during the inspection. Two of these observations took place jointly with the headteacher. The inspectors also made shorter visits to a number of other lessons and activities. They attended an assembly, examined samples of pupils' written work together with school leaders, and listened to pupils read.
- Inspectors met groups of pupils, the Chair and five other members of the Governing Body, as well as members of staff, and a representative from the local authority. Inspectors also held informal discussions with a number of parents and carers.
- Inspectors observed the school's work and looked at a range of documents, including the school's information on pupils' attainment and progress, and records of attendance. They examined safeguarding procedures, as well as the school's self-evaluation, its processes for monitoring staff's performance and setting targets for teachers, and planning documents.
- In planning and carrying out the inspection, inspectors took account of 118 responses to the Ofsted online survey, Parent View, as well as a letter from a parent. They also considered 28 questionnaires completed by members of the teaching and support staff.

Inspection team

Robin Gaff, Lead inspector	Additional Inspector
Keith Homewood	Additional Inspector
Noureddin Khassal	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is above the national average.
- The proportion of pupils who are learning English as an additional language is above the national average.
- Children join the Early Years Foundation Stage in either the Nursery, where some attend part time, or the Reception classes.
- About one in two pupils is eligible for the pupil premium. This is additional government funding provided for disadvantaged children who are looked after or known to be eligible for free school meals. This proportion is well above the national average.
- The proportion of disabled pupils and those who have special educational needs, about one in five pupils, is above average.
- The proportion of pupils who join the school at other than the usual time is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school operates a breakfast club each day for its own pupils. It also hosts an after-school club, which is managed by an outside body and is therefore subject to separate inspection arrangements.
- Since the school's last inspection, there have been a number of changes of staff, including members of staff who have been appointed to leadership posts.

What does the school need to do to improve further?

- Improve pupils' achievement so that it is outstanding, by making sure that all teachers consistently
 - check pupils' progress during lessons thoroughly enough so that they can adapt activities if pupils are finding them too hard or too easy
 - ensure that pupils benefit fully from advice they receive on how to improve their work, by giving them more opportunities to respond to teachers' comments.
- Make sure that leaders at all levels play a full part in improving teaching and learning in the areas for which they are responsible.

Inspection judgements

The leadership and management are good

- The headteacher, his senior team and the governing body work closely together in promoting their shared vision for the school. They have been effective in addressing the weaknesses identified by the school's last inspection and in building on its strengths.
- Leaders have improved aspects of teaching which were relatively weak and, as a result, have raised pupils' achievement, for example in writing. They have made good use of the extra funding they receive for disadvantaged pupils to narrow gaps between their attainment and that of other pupils.
- Senior leaders analyse in detail the information they collect at frequent intervals about pupils' attainment and progress. They check very regularly and thoroughly the quality of teaching by observing lessons and examining samples of pupils' work. School leaders make sure that staff receive good training and support to improve their teaching, and teachers, including those new to the profession, are appreciative of this. Leaders set challenging but realistic targets for teachers to improve achievement, and closely monitor their progress towards achieving them.
- Senior leaders have in recent years given specific responsibilities to a relatively large number of staff, which has enabled the school to benefit from their expertise and enthusiasm. However, not all these members of staff, are playing a fully effective part in improving the quality of teaching as yet. Currently they do not, for example, regularly observe teaching and check the quality of pupils' work.
- Leaders have developed the curriculum so that it provides pupils with good opportunities for learning in a range of subjects, as well as from school trips and special events. The curriculum promotes their spiritual, moral, social and cultural development well and encourages good behaviour. Pupils from different backgrounds get on very well together. They develop a good understanding and appreciation of the wide range of faiths and traditions represented in the school. In doing so, pupils learn to appreciate the importance of respecting different cultures. This prepares them well for life in modern Britain.
- The large number of pupils who attend the school's breakfast club appreciate the wide range of activities and opportunities to play and socialise in a safe and supportive environment.
- The school's successful commitment to promoting equality of opportunity and tackling any form of discrimination is demonstrated by the good achievement of different groups of pupils. This includes disabled pupils and those with special educational needs, as well as lower- and higher-attaining pupils.
- The school has made good use of the extra money it receives to enhance its provision for sport and physical education. Leaders have used the funding well to increase the range of sporting activities and the number of pupils who take part in them, and to improve teachers' expertise in physical education.
- The local authority has provided good support for the school. It has helped leaders to develop the curriculum and has provided effective training for teachers to improve specific aspects of their work.
- **The governance of the school:**
 - Governors check carefully on pupils' achievement compared to that of pupils in other schools, and make sure that the school's leaders are doing all they can to improve it. They have a good understanding of the quality of teaching. This is because they make regular visits to the school and receive detailed reports from its leaders. Governors know what leaders are doing to make teaching even better and make sure that any pay increases for teachers are explicitly linked to their achievement of their targets. The governing body takes good care of the school's finances. Members ensure that resources are used to improve provision, for example by enabling pupils to benefit from up-to-date computing equipment. Governors make sure that the school meets all requirements with regard to safeguarding pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are respectful to their teachers and most respond quickly to the routines they have established for focusing their attention. Pupils say that behaviour in lessons is typically good, although occasionally their learning is disrupted by, for example, pupils talking when the teacher is addressing the whole class. They also say, however, that teachers quickly put a stop to this if it does happen.
- Pupils move quietly and in an orderly way around the building. They enjoy their opportunities to play energetically outdoors, but are considerate of one another and respect each other's space. Younger children say that older ones go out of their way to look after them.
- The pride that pupils take in their work was apparent from the large numbers who were keen to show

their work to the inspectors. Pupils have good opportunities to take responsibility, for example by representing their classes on the school council.

- The school has been successful in improving the behaviour of the small number of pupils for whom this has been a serious cause for concern. As a result, very few pupils are excluded from school.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils were keen to emphasise how safe they felt in school, and all those parents who responded to the Parent View survey or spoke to inspectors shared this view. Pupils know how to keep themselves safe, for example when playing outdoors and when using the internet.
- Pupils understand the different forms that bullying can take but report that it is rare and is dealt with effectively by adults.
- The school has worked successfully to increase parents' awareness of the importance of good attendance. In doing so, it has improved the attendance of pupils whose absences were causing the most concern.
- Leaders make sure that the school's arrangements for safeguarding pupils meet all requirements.

The quality of teaching is good

- Teaching is consistently good and enables pupils to achieve well throughout the school.
- Teachers' planning of lesson activities is firmly based on their good knowledge of pupils' different abilities and interests, and their high expectations of them. They emphasise the importance of accurate spelling and punctuation in writing and make sure that pupils read books at the right level for them.
- Teachers' secure understanding of, and their enthusiasm for, the different subjects they teach enables them to explain tasks and topics clearly and accurately. As a result, pupils are well motivated to learn and develop the skills they need to succeed in the tasks they are given. For example, in a mathematics lesson, the teacher made sure that pupils understood and could successfully apply the principles involved in rounding numbers up and down.
- Teachers work closely and effectively with skilled teaching assistants to make sure that disabled pupils and those who have special educational needs are fully included in and benefit from classroom activities.
- Small group and one-to-one teaching for pupils who experience particular difficulties in, for example, learning to read, is very effective because the pupils make good progress. This results in these pupils being able to make up lost ground and catch up with their classmates.
- Teachers use questioning well to check that pupils know what to do before they begin activities and to develop their understanding of topics. They do not always, however, check thoroughly or frequently enough that pupils are all working at the rate that had been anticipated. Progress is sometimes slower than it could be because teachers are not consistent in making appropriate adjustments when pupils finish tasks quickly, or struggle because they find the work too hard.
- Teachers mark pupils' written work frequently and thoroughly. They make sure pupils know about their successes as well as how to improve their work still further. Teachers do not always make sure that pupils have learned from the advice they have been given, by, for example, correcting their mistakes.

The achievement of pupils is good

- When children join the school in the Nursery and Reception classes, their levels of skills and knowledge are often well below those that are typical for their age. Pupils from different backgrounds make good progress throughout the school. As a result, they reach standards in national tests in English and mathematics at the end of Key Stage 2 which are broadly in line with, or above, national averages. Pupils also develop their skills and make good progress in a range of different subjects, including science, art and physical education. This demonstrates that pupils achieve well.
- In Years 1 and 2, pupils further develop their reading, writing and mathematical skills. Pupils' attainment by the end of Key Stage 1 has risen steadily in recent years, and at a faster rate than found nationally.
- By the end of Year 6, pupils' work shows that most can solve relatively complex mathematical problems. Pupils enjoy reading a range of books, including those they choose themselves from the school's well-stocked library. They are able to write accurately in different styles and for different purposes, for example poems, letters and reports. Their writing demonstrates their good knowledge of spelling and grammar, and their ability to use different forms of punctuation appropriately.
- The most-able pupils achieve well in both English and mathematics, as well as in other subjects. This is because teachers encourage them to aim high and give them tasks which stimulate their interest.

Teachers also make sure that these pupils know what they have to do to reach the higher levels.

- Pupils who join the school at other than the normal time, including the above-average proportion that are learning English as an additional language, make good progress from their different starting points. The school quickly and thoroughly assesses their current levels of attainment and their needs, and makes sure that they receive the support and any extra teaching they require.
- Disabled pupils and those who have special educational needs achieve as well as, and often better than, other pupils. This is because teachers work well with outside professionals to develop a detailed understanding of individual pupils' additional needs. This enables them to provide these pupils with suitably adapted tasks, which helps them to overcome the specific difficulties which they experience.
- The school uses the extra funding it receives for disadvantaged pupils well. This ensures that these pupils make good progress from their starting points compared with other pupils in this and in other schools.
- The performance of disadvantaged pupils in reading, writing and mathematics in the 2014 national tests indicated that they were less than half a term behind other pupils in the school. The results also showed that disadvantaged pupils were just under two terms behind other pupils nationally. However, the equivalent group's attainment in 2012 had been almost a year behind that of other pupils in the school, and just over two terms behind that of other pupils nationally. This shows the school's success in narrowing significantly the gaps between the attainment of disadvantaged pupils and that of other pupils.
- Almost all the parents who responded to the Parent View survey agreed that their children are making good progress at this school.
- Pupils' achievement is not outstanding because pupils make good, rather than outstanding, progress. When pupils make slower progress in lessons, this is often because teachers do not adapt tasks quickly enough to make sure that all pupils are working at the right pace.

The early years provision

is good

- Children, including those who benefit from extra funding, disabled children and those with special educational needs, make good progress in their learning, and in their physical and social development. This is evident from the children's 'learning journeys', which staff use to record and to keep parents informed about children's progress, as well as from the way they respond to different activities.
- Children learn to work and play independently and with others. They learn the importance of sharing and taking turns to play with toys and on the outdoor climbing equipment. They also develop their physical skills and learn to keep themselves safe when they use simple tools such as scissors.
- Children show they understand the importance of listening closely to adults and to show respect towards other children by, for example, not interrupting them when they are talking. Their good behaviour is apparent in the way most respond willingly to adults' requests and instructions. Some children, however, find it more difficult to conform to adults' expectations and receive extra help in order to do so.
- Adults make sure that children gain a good grasp of basic reading and writing skills as they accurately model letter sounds and shapes for them. As a result, children make good progress in developing their ability to recognise words and understand their meaning. Children also have good opportunities to develop their number skills, for example as they sort and count different-shaped plastic objects into sets.
- Teaching is consistently good. Adults focus strongly on developing children's communication skills, as this is the area in which many children experience the greatest difficulty when they join the school. They make good use of a range of techniques and resources to engage children's interest and to encourage them to learn in small groups and whole-class activities.
- Leaders of the early years provision show a good understanding of how children learn and develop. They make sure that adults, including parent volunteers, are well deployed and that children benefit from a wide range of suitable activities. They also make sure that staff know how to keep children safe and secure.
- Parents who spoke to the inspectors commented very favourably on how quickly their children settled in when they started school. They also praised the way in which staff encouraged and helped them to share in their children's learning.

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	114487
Local authority	Brighton and Hove
Inspection number	449324

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	397
Appropriate authority	The governing body
Chair	Kay Dawes
Headteacher	Damien Jordan
Date of previous school inspection	23–24 November 2010
Telephone number	01273 601270
Fax number	01273 624616
Email address	office@fairlight.brighton-hove.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 and 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 2014

