

Fairview Community Primary School

Drewery Drive, Wigmore, Gillingham, Kent, ME8 0NU

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Pupils make good progress across the school because teachers plan work that challenges pupils and makes them think for themselves. All groups of pupils achieve well.
- Leaders and managers have robust systems for checking pupils' progress. They identify any pupils at risk of underachieving and organise additional support promptly to help them overcome difficulties.
- Teaching has improved considerably since the last inspection as a result of effective training and opportunities to observe outstanding practice. Rigorous monitoring enables senior leaders to tailor training to individual needs.
- Children in the early years achieve well. They develop good reading, writing and number skills and become confident learners.
- Pupils enjoy school and work hard. They show respect for each other and adults and participate in all activities with enthusiasm.
- The school's procedures for keeping pupils safe are exemplary. Pupils say they feel very safe and parents expressed no concerns whatsoever.
- The governing body is very knowledgeable about the school and works closely with school leaders to ensure that teaching and achievement are good and are continuing to improve.
- Pupils' spiritual, moral, social and cultural development is a significant strength because it lies at the heart of the school's work. Pupils benefit from a wide range of experiences beyond the day-to-day curriculum that enriches all aspects of their personal development.

It is not yet an outstanding school because

- There are a few inconsistencies between classes in the way teachers mark pupils' work. Teachers do not always give pupils enough time to correct errors and follow up the advice given.
- Some pupils do not develop a neat handwriting style soon enough. Some struggle to hold a pencil correctly.
- Teachers do not always ensure that pupils present their work neatly.

Information about this inspection

- Inspectors observed parts of 20 lessons and visited classes as part of a learning walk. Four observations and a learning walk were undertaken jointly with senior leaders.
- Inspectors held discussions with two groups of pupils, as well as talking to pupils informally in lessons and at break times. Together with senior leaders, they examined the work in pupils' books in Years 1 to 6. They also looked at records of children's learning and work on display in the early years.
- Inspectors held discussions with senior leaders and with a number of middle leaders who have responsibility for subjects, monitoring the curriculum, inclusion and attendance. They also met with six members of the governing body and the headteacher of Sir William Burrough Primary School, one of the schools with which Fairview is working in partnership.
- Inspectors looked at a range of documentation, including the school's evaluation of its own performance, the school improvement plan, records of governing body meetings, information about pupils' progress, behaviour and attendance, and documents relating to safeguarding.
- Inspectors took into account the 159 responses to Ofsted's online questionnaire, Parent View, as well as the school's most recent survey of parents' views. They also spoke to parents as they arrived at school with their children at the start of the school day. Responses to the staff questionnaire were taken into account.

Inspection team

Carole Skinner, Lead inspector	Additional Inspector
Alison Marshall	Additional Inspector
Martin Garratt	Additional Inspector
David Lloyd	Additional Inspector

Full report

Information about this school

- Fairview is much larger than the average-sized primary school. It has three classes in each year group, as well as part-time Nursery provision which children attend either in the morning or the afternoon.
- Reception children attend full time.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is below average, as is the proportion who speak English as an additional language.
- The proportion of pupils who are known to be eligible for the pupil premium is well below average. This includes pupils known to be eligible for free school meals and those who are looked after.
- The proportion of disabled pupils and those with special educational needs is average. Just over a third of these pupils have speech, language and communication difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers a breakfast and after-school club which is run by an external provider and was not part of this inspection.
- The number of pupils who join the school during the course of a school year has increased. During the last academic year, 22 additional pupils joined existing classes and, to date, 22 have joined in the current year. The school is currently oversubscribed.
- The school has had a number of staff changes since the last inspection. There have been recent changes in the Year 3 classes and the nursery, and some middle leaders are relatively new in post.
- Fairview works in close collaboration with a local consortium of primary schools and has formed a working partnership with Sir William Burrough Primary School in Tower Hamlets.

What does the school need to do to improve further?

- Eliminate the remaining inconsistencies in the quality of teaching in order to accelerate pupils' progress by:
 - ensuring all teachers apply the school's marking policy rigorously so that pupils know exactly what they have done well and what needs to be improved
 - giving pupils enough time to respond to marking, correct errors and practise skills as required
 - implementing clear and consistent teaching of handwriting, including correct pencil grip, from Reception onwards, so that pupils quickly develop a neat, fluent style
 - placing greater emphasis on the presentation of work in some classes, especially the way pupils set out mathematics work.

Inspection judgements

The leadership and management are good

- The headteacher, deputy headteacher and assistant headteacher work closely together to drive improvement and are highly ambitious for the school. They have built a strong staff team whose members share their commitment to improving pupils' achievement.
- Leaders have acted decisively to tackle weaknesses in teaching through training, coaching and mentoring. They have successfully addressed the areas for development identified by the previous inspection and have continued to build on the strengths.
- Newly appointed staff and teachers who have recently qualified receive good initial training and ongoing support to improve their skills.
- A number of middle leaders are relatively new to their posts, but are already having a good impact on learning because of the high quality support and training they receive.
- There are good procedures by which senior and middle leaders check the quality of teaching on a regular basis.
- Leaders review pupils' progress with each class teacher six times a year, using a wide range of evidence. These rigorous systems ensure that they have a detailed overview of achievement across the school. As a result, they act quickly to ensure that all pupils receive the support they need to overcome difficulties.
- Leaders check and compare the progress of pupils who have joined a class during a key stage or school year with those who have attended Fairview throughout their school career. They identify gaps in new pupils' learning and put support in place to address these as soon as possible.
- The English and mathematics leaders provide excellent models of classroom practice and know exactly what is done well and what needs to improve in their subjects. They are instrumental in driving developments in teaching and learning.
- Robust and effective leadership ensures that disadvantaged pupils, those with special educational needs and pupils who speak English as an additional language have the same opportunities and experiences as their peers. As a result, all groups of pupils make at least good progress.
- Leaders and governors have very high expectations of pupils' behaviour. Staff have created a calm and industrious atmosphere around the school, where hard work is the norm. All are committed to developing pupils' self-esteem, confidence and resilience, and preparing them well for their future lives. The school makes good use of pupil premium funding to provide additional support for pupils who need it. This encompasses a wide range of academic and personal support, including close links with pupils' families to promote and encourage regular attendance. As a result, the pupils concerned are catching up with their peers.
- The school is well on the way to implementing the new National Curriculum. Year group teams plan interesting termly topics and themes, some around historical events, such as the Second World War, and others based on a class novel or a broader theme. Pupils learn about democracy and British values through the curriculum and also through the very good range of literature they encounter as they move through the school.
- The curriculum is well planned to maximise the links between different subjects. These are never forced, but used creatively to make learning more meaningful. Pupils enjoy the many opportunities to extend their literacy skills through these topics. Inspectors read some exceptionally moving poetry about Jewish persecution, as well as excellent opportunities for pupils to write 'eye-witness' accounts of events in British history.
- The school is highly successful at promoting pupils' spiritual, moral, social and cultural development. Good relationships and mutual respect are at the heart of the school's values. Through the curriculum, collective worship and a wide variety of extra-curricular activities, pupils learn to appreciate the cultural and religious diversity of modern Britain. They know that discrimination in any form is not tolerated.
- The school has made effective use of the additional sport premium funding to extend the range of sports clubs, in order to involve more pupils in physical activity. It has also increased opportunities for pupils to compete against other schools in a variety of sports. Records show that large numbers of pupils participate in clubs, but the school has yet to devise systems that show the full impact of the spending in all areas of physical education.
- The school's procedures for keeping pupils safe are exceptionally rigorous and meet all statutory requirements. Leaders maintain excellent links with external agencies and the local authority. They are persistent in following up any concerns. Record keeping is very thorough.
- The local authority provided effective support to improve teaching after the last inspection. The level of support has reduced as the school's leaders have successfully developed greater capacity to drive

improvement by appointing key middle leaders. The local authority continues to work with the school as a critical friend, for example by signposting the school to an example of outstanding practice.

■ The governance of the school:

- Members of the governing body bring a wide range of expertise to their roles. They undertake pertinent training to extend their skills, for example in analysing pupils' progress data.
- Governors are kept well informed by the headteacher, but do not rely on this information alone to give them a clear picture of how well the school is performing. They visit the school regularly and gain first-hand information by talking to staff and pupils, looking at pupils' work and visiting lessons with senior and subject leaders.
- Governors ask searching questions to satisfy themselves that leaders are tackling any signs of underachievement amongst pupils. They have a good understanding of the quality of teaching across the school and how this affects pupils' achievement. They seek confirmation of the impact of pupil premium funding and check this against the data they receive.
- Through the pay panel, governors ensure that only effective teaching is rewarded by pay increases. They support the headteacher in ensuring that underperformance is tackled robustly.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils are enthusiastic in lessons and participate willingly in discussions. They cooperate with others sensibly when working on shared tasks and handle resources with care.
- Occasionally a few pupils lose concentration and start chatting when they do not fully understand the task. Some fidget with rulers and pencils when they have been asked to put them down and listen.
- The school's records show that good behaviour is typical over time. There are very few recorded incidents of misbehaviour over the course of a year.
- Around the school and outside at break times, behaviour is often exemplary. Pupils thoroughly enjoy the opportunity to take part in a range of games and activities at lunch time in the spacious grounds. Play leaders provide effective supervision and support, ensuring pupils play safely, for example on the trim trail.
- Pupils enjoy taking responsibility for various jobs. Year 6 'young leaders' had to write a letter of application for their role in supporting younger pupils. Year 2 'helping hands' watch out for pupils who may need a friend to play with, while Year 6 'referees' help to ensure fair play.
- Most pupils take pride in their work and always try to do their best. A few do not put enough effort into presenting their work carefully and neatly.
- The school has very thorough procedures for checking and improving individual pupils' attendance. Overall, attendance is above average, exclusions are rare and most pupils arrive on time in the morning.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- All staff have had recent and relevant training in how to ensure pupils' safety. Procedures are exceptionally rigorous. Leaders and governors ensure that the whole site is secure and that everyone who comes into contact with children has a thorough background check.
- The school provides excellent guidance for pupils and their families about how to keep safe when using the internet and mobile phones. Pupils are made aware of potential risks through specific lessons and know what to do should they have concerns. Parent workshops and guidance on the school's website provide valuable additional guidance.
- Pupils say that bullying is non-existent in school. They know how to recognise the different forms it may take and are confident that, should they have concerns, adults would deal with them right away.

The quality of teaching

is good

- The school has successfully addressed the weaknesses in teaching identified by the last inspection. Consequently, teaching is now typically good across the school.
- Teachers plan activities that build well on pupils' previous learning and challenge pupils to think and work things out for themselves. Teachers have high expectations of all groups of pupils and keep a close eye on their progress.
- Pupils enjoy learning because teachers make lessons interesting and present ideas and activities in a way

that instantly engage pupils' attention. In most lessons, work is matched well to pupils' different stages of learning, so that pupils can tackle the tasks without finding them too hard or too easy.

- The teaching of reading is very successful, especially in developing a love of books. For example, pupils become engrossed in the 'class novel' and explore the author's techniques and use of language. Teachers introduce pupils to a wide range of literature and use this to inspire them as writers. This often leads to work of a very high standard.
- Teachers have benefited from a range of training in teaching mathematics, as well as visiting other schools to observe outstanding practice. As a result, teaching is effective in developing a wide range of knowledge and equipping pupils with the skills to apply this learning in a range of everyday situations. For example, Year 6 pupils run a healthy snack bar, taking responsibility for working out a budget, ordering, pricing and selling stock, and calculating profit.
- Subject leaders have placed mathematical challenges around the school for pupils to attempt. The school weather station is used well to develop pupils' understanding of measurement. Year 2 pupils recorded the weather on a chart for a month and used the information to create tables and graphs.
- The teaching of handwriting and teachers' expectations of its quality are inconsistent. As a result, some older pupils have still not developed a fluid, joined style. Some younger pupils struggle to hold a pencil correctly and this inhibits their ability to form letters correctly.
- Most pupils take great pride in their work, but teachers do not always ensure that work is presented to the highest standard. Occasionally, pupils do not take enough care with their writing, especially lower attaining pupils, and spoil it with crossings out. A few pupils do not set out mathematics work carefully enough, for example by using rulers to draw straight lines.
- Marking is of consistently high quality in Key Stage 1 and in Year 6 in both English and mathematics. In other year groups there are occasional variations. In most classes, marking clearly follows the school's 'pink and green' policy. In the best examples, pupils use the 'purple polishing pen' to improve aspects of their work. In a few classes, teachers do not give pupils sufficiently clear feedback on their work or allow them enough time to follow advice in making improvements.

The achievement of pupils is good

- Pupils make good progress and achieve above average standards by the time they leave Year 6. Good teaching has accelerated pupils' progress in Key Stage 2 since the last inspection.
- High standards have been maintained in reading. Pupils are enthusiastic readers who demonstrate fluency and accuracy when reading aloud. They become absorbed in their reading and explore themes and literary techniques with confidence and depth of understanding.
- A whole-school focus on developing pupils' writing has paid enormous dividends. Standards are high by Year 6 as pupils use sophisticated language, interesting imagery and a wide range of grammatical features to create engaging stories, poems, persuasive texts and factual accounts.
- All groups of pupils are making good progress in mathematics. All year groups have covered a great deal of work over the year in sufficient depth to ensure a secure understanding of key mathematical concepts. Pupils apply their knowledge and skills confidently when solving problems and carrying out open-ended investigations.
- Effective teaching of phonics (the sounds letters make) in the early years and Key Stage 1 helps pupils to develop good early reading skills. Pupils use their knowledge of sounds to work out unfamiliar words when reading and to help them write down their ideas. Standards in reading and writing are above average in Year 2.
- The most able pupils are extremely competent writers, skilled mathematicians and very able readers, showing great enjoyment in all they do. They achieve high standards in all areas of work.
- Disabled pupils and those with special educational needs make consistently good progress. This is because teachers know their needs very well and, in cooperation with the inclusion leader and teaching assistants, plan activities that help them to conquer their difficulties.
- Pupils who speak English as an additional language achieve well, and some make excellent progress. Inspectors saw high quality work from some of these pupils in writing and mathematics.
- The school is diligent in tracking the progress of pupils who are eligible for the pupil premium and ensuring that their needs are met. The work of the pastoral support manager is central to building pupils' confidence and self-esteem, as well as their attendance. This helps them to make good progress in learning.
- In the 2014 national tests and assessments, Year 6 pupils who were eligible for free school meals were just over a term behind other pupils nationally in reading and about a term and a half behind in writing.

This continued a trend of improvement over three years. In mathematics, the gap widened and pupils were approximately five terms behind other pupils nationally. The school's records show considerable improvement in mathematics this year and pupils' work confirms this.

- Compared to other pupils in the school, pupils eligible for free school meals were just under two terms behind in reading, three terms in writing and four and a half terms in mathematics. The school's most recent assessments and pupils' workbooks show that these pupils are making good progress in line with their peers across the school in reading, writing and mathematics.

The early years provision

is good

- The majority of children start school with skills that are typical for their age and make good progress in all aspects of learning, so that they are well prepared for moving on to Year 1. They attained above average standards in 2014 and are on course to do so in 2015.
- Highly effective arrangements prepare children well for starting school. Strong partnerships with parents keep them well informed about what their children are learning in school and how they can support them at home. All staff have a good understanding of how young children learn and plan interesting activities that develop all of the aspects required. The teaching of early reading and writing skills is good and gives children a good grounding that prepares them well for more demanding work in Year 1.
- Children learn to sit and listen attentively to stories and thoroughly enjoy the way teachers bring them to life and make them exciting. They join in with the parts they remember and enjoy acting them out.
- Children have many opportunities to learn through play and exploration. For example, some children were exploring different forms of measurement, including time, length, height and capacity. One group timed how long it took them to build a tower from blocks, some measured lengths in cubes and other used tape measures to work out the length of classroom objects.
- Generally, teachers and assistants are skilled at asking questions to tease out how well children understand what they have been learning. Occasionally, they do not probe deeply enough or ask children to explain in more detail if their answers are too brief.
- There are effective arrangements for checking children's progress throughout the year. External moderation has shown that teachers' assessments are accurate. Teachers and assistants gather and record information about individuals' learning during the course of the day and use this to plan activities that build on this.
- Children are enthusiastic about learning and concentrate well on their tasks. They get on with others and share resources happily. Children are confident to speak to adults and demonstrate high levels of independence. Their behaviour is good because teachers set high expectations from the outset.
- Staff ensure children's safety at all times. Risk assessments are rigorous and staff are well trained, for example in first aid.
- The school is developing the outside area well. It does not yet fully support the learning that is taking place in classrooms, but provides a wide variety of activities to develop children's knowledge and skills.
- Effective leadership ensures consistency between the three Reception classes and good quality provision in both Nursery and Reception. Senior leaders make rigorous checks on teaching and work with the early years leader to promote continued improvement.

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	134904
Local authority	Medway
Inspection number	462394

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	627
Appropriate authority	The governing body
Chair	Shaun Farrell
Headteacher	Debbie Willis
Date of previous school inspection	25-26 June 2013
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