

# Fairlawn Primary School

Honor Oak Road, London SE23 3SB

## Inspection dates

16–17 January 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- Leaders have a clear vision for the school to achieve the best academic and personal outcomes for all pupils. All staff and governors share this vision.
- Outcomes for disadvantaged pupils have been significantly below the national average over the past two years in mathematics. A high number have not attained the expected standard or progressed well from their starting points.
- The use of additional funding is monitored. Resources are now targeted carefully to enable disadvantaged pupils, and pupils with special educational needs and/or disabilities (SEND) to make good or better progress.
- Teachers value the continuing professional development provided by the school. It has a positive impact on their teaching and on pupils' learning and personal development. The use of questioning and feedback by teachers to probe pupils' thinking is variable. This means that some pupils' progress is limited.
- Teachers embed reading, writing and communication well across the curriculum. However, the teaching of mathematics is inconsistent and, therefore, not all pupils are challenged to extend their learning.
- Pupils enjoy a wide and rich curriculum which extends beyond the school day. Pupils' spiritual, moral, social and cultural development is at the heart of the school's work. However, assessment systems are not yet embedded consistently across the wider curriculum to ensure that pupils' knowledge and skills are extended.
- In the early years, a highly stimulating environment and exceptional curriculum provide varied and imaginative experiences. The proportion of children who achieve a good level of development is well above the national average.
- Pupils are confident and self-assured. They are proud of their achievements and of their school. This is reflected in their excellent attendance.
- Pupils' behaviour is excellent in lessons and at lunchtimes. Leaders and all staff teach pupils to be self-disciplined, resilient and caring.
- Safeguarding is effective.

## Full report

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

- Improve the quality of teaching, learning and assessment, and thereby improve outcomes, by ensuring that:
  - the quality of teachers' questioning and feedback to all pupils, including the most able, challenges them to work at greater depth in the wider curriculum
  - assessment systems are implemented consistently across the wider curriculum and leaders review the impact for all pupils
  - targeted interventions for disadvantaged pupils lead to good or better progress from their starting points.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders have created a welcoming school which reflects its inclusive values and celebration of learning. Leaders prioritise the social and emotional development of all pupils so that they are helped to become confident and resilient learners. Relationships between leaders, staff and pupils are exemplary.
- Senior leaders are beginning to address the achievement gap for disadvantaged pupils. They use current school assessment information and evidence from research to explore the most effective approaches for supporting disadvantaged pupils. Actions include a school-wide focus on broadening pupils' vocabulary and raising their self-esteem and confidence. School information indicates that leaders' actions are starting to have a positive impact on strengthening progress for disadvantaged pupils.
- Staff morale is high. Leaders have created a climate where teachers are motivated and trusted to take risks. They are encouraged to innovate in ways that are right for their pupils.
- The curriculum inspires pupils to learn inside and outside the classroom. Senior and middle leaders ensure that pupils' knowledge and skills can move to a deeper level in all subjects.
- Leaders promote equality of opportunity and diversity well. Leaders, staff and pupils do not tolerate prejudiced behaviour. This was exemplified by pupils who said, 'It doesn't matter what the colour of your skin is, we are all humans and we are all equal.'

### Governance of the school

- Governors have a good understanding of the quality of education, and know the school's strengths and areas for improvement. They reference information provided by the leadership team and take part in learning visits to check the impact of the school's actions.
- Governors hold leaders to account for the use of additional funding. They check that pupil premium funds are allocated. They know that interventions have not had the desired outcomes for disadvantaged pupils and are reviewing this aspect of their work.
- Governors have a wide range of skills. They have completed safeguarding training, which enables them to support leaders in keeping pupils safe in school.

### Safeguarding

- The school is a secure and safe place for all pupils. Visitors are checked carefully and the recruitment of new staff follows robust procedures. Staff know how to keep children safe in school and are regularly updated on safeguarding guidance. The school's systems for helping pupils who may be vulnerable are known and followed by all adults. Leaders and governors ensure that record-keeping is accurate.
- Parents and carers are confident that adults in school keep their children safe.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment is good. This is because teachers plan lessons consistently and are committed to whole-school initiatives to widen pupils' vocabulary and develop their critical thinking skills.
- Pupils focus well on their learning because teachers reinforce expectations for conduct and set activities that engage them. Teachers encourage pupils to try hard and recognise their efforts through regular praise and high expectations. Evidence in pupils' books and on displays reflects the pride that pupils take in all aspects of their work.
- Teachers use questioning and feedback effectively in some subjects to check pupils' understanding and deepen their thinking. Pupils hold thoughtful conversations with each other and adults about their learning. However, the use of effective questioning is not consistent across all subjects. As a result, some pupils complete the tasks set but are not challenged to improve their work.
- In most lessons, teachers identify and offer timely intervention to pupils who start to fall behind. However, pupils are not always clear about the purpose of learning and do not know how to correct their work.
- Pupils with SEND are supported well by adults, who receive specialist training to meet their individual needs. Teachers use additional resources to help pupils with SEND develop their reading, writing and mathematical skills. Adults help these pupils to improve their confidence by asking questions to check their understanding.
- Pupils enjoy the homework tasks they are set, and say this helps them improve their learning in lessons.
- Parents overwhelmingly value the quality and breadth of education provided for their child. They praise the excellent communication provided by the school about their child's progress. They say that teachers are quick to put in place interventions if their child is falling behind, and parents are given ideas to support their child at home. Parents value the positive relationships between staff and pupils, which give their children the confidence to develop their learning.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils discuss and debate issues in a considered way, showing respect for each other's ideas and points of view. They are taught to develop their critical thinking and verbal skills through weekly news activities, information technology and topic work. The 'pupil parliament', assemblies and debates provide pupils with opportunities to develop their understanding of fundamental British values and to question fake news.
- Pupils can explain how to look after themselves. They make healthy choices during lunch and at breakfast club. Specialist staff provide weekly sports lessons where pupils improve their fitness. Key stage 1 pupils enjoy outdoor learning activities on a weekly basis. Pupils are able to talk about the importance of emotional and mental well-being.

They value sessions that help them learn to be calm.

- The school provides excellent opportunities through the curriculum and wider school experiences to promote pupils' spiritual, moral, social and cultural development. Special days are dedicated each term to the study of religious education, where pupils explore other religions and reflect on what it means to be a world citizen. School values nurture pupils' moral development. Pupils play well together, listen to each other in lessons and celebrate each other's successes. Regular trips to places of historical interest and museums enrich learning experiences within the classroom.

## Behaviour

- The behaviour of pupils is outstanding. Pupils love coming to school and love their learning. This is reflected in their exemplary behaviour, demonstrated in lessons and at lunchtimes. They are proud of their achievements, which are celebrated in displays, through assemblies, through class 'Twitter' feeds and postcards home.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. Leaders monitor attendance information weekly, which enables them to act swiftly to support any pupil who has difficulty attending school.
- Leaders have a clear vision of how they promote positive behaviour through the school's values and learning behaviours, which are shared with and understood by all staff and pupils. Leaders are highly reflective in the ways that they promote positive behaviour. They research and share good practice with all staff, and this has led to consistency in management of behaviour in all areas of the school.
- Leaders regularly review any incidents of misbehaviour and offer a wide range of interventions to improve pupils' self-esteem and self-regulation. Behaviour records show that incidents are rare, and there have been no exclusions in the past four years.
- Pupils take an active role in promoting positive behaviour. Peer mediators look after any pupils who may need support during lunchtimes. The pupil parliament contributes to reviews of the school's behavioural system. As a result, pupils demonstrate resilience, responsibility and empathy.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Incidents of bullying are rare and, if they occur, pupils say that they are dealt with swiftly by adults.

## Outcomes for pupils

**Good**

- In the past three years, overall attainment in reading, writing and mathematics at key stages 1 and 2 has remained significantly higher than the national average. However, disadvantaged pupils have not achieved as well as other pupils at the expected or higher standard in mathematics. The most able disadvantaged pupils have also not achieved greater depth in writing at the end of key stages 1 and 2.
- Despite high attainment, pupils have only made average progress from their starting points in reading, writing and mathematics. School leaders have implemented actions to widen pupils' vocabulary and develop their critical thinking skills. Most pupils now

make strong progress in writing and mathematics. However, most-able pupils are not consistently provided with challenge in all classes.

- Outcomes for disadvantaged pupils and pupils with SEND are improving. Leaders have thoughtfully identified all the barriers to learning that these pupils may experience. They have implemented a wide range of interventions to close any gaps in achievement. Examples include additional support with reading and mathematics, a focus on pupils' self-esteem and access to wider activities, such as music lessons and physical education. Pupils with SEND benefit from programmes that develop their literacy skills and encourage independent learning. Regular learning reviews ensure that no pupil falls behind.
- Reading is taught well across the school. Teachers develop pupils' love of reading and provide them with stimulating texts. Most pupils read widely and fluently. Whole-class reading sessions provide opportunities for pupils to extend their vocabulary and develop their understanding of fiction and non-fiction texts. Additional reading sessions are offered to pupils who need extra help.
- The school subscribes to a weekly news magazine, which helps pupils develop their knowledge of current affairs. In guided reading sessions, most early readers apply their phonics skills to decode unfamiliar words. However, adults are not consistent in helping pupils correct or extend their reading. Fluent readers read aloud confidently and with expression. Staff help pupils develop their reasoning and inference skills. Reading records reflect the school's effective partnership with parents.
- Pupils are prepared well for the next stage of their education. Pupils make a smooth transition from key stage 1 to key stage 2 because teachers share high-quality information on pupils' learning. Most pupils achieve very well at the end of key stage 2 and are, therefore, ready for the demands of key stage 3. Pupils with SEND receive excellent transitional support through their education, health and care plans.

## Early years provision

## Outstanding

- Early years provision is highly effective. It matches the diverse needs of the children and has achieved the highest levels of outcomes for all children over a sustained period of time. The proportion of children who achieve a good level of development is well above the national average.
- The stimulating environment and exceptional curriculum provide rich, varied and imaginative experiences. Teachers plan activities within the classroom and in outdoor spaces to develop children's learning.
- Adults use a wide range of assessments when children arrive at school to create a teaching and learning plan for each child. Adults are able to identify additional needs at an early stage, and offer timely and appropriate interventions. As a result, all children make good or better progress.
- Early reading, writing and mathematical skills are embedded effectively because they are based in real-life contexts. For example, a writing activity was linked to a trip to a local museum. Resources are used well to help children understand number and move from concrete to abstract thinking. The teaching of phonics is effective and enables children to tackle unfamiliar words.

- Adults use questioning to deepen children’s learning. When children are choosing their own activities, adults regularly ask them what they are trying to do and what they need to check. These questions help children to reshape their ideas and to self-correct. Adults intervene effectively to address misconceptions when necessary.
- Children demonstrate excellent behaviour for learning. They settle into routines quickly because staff establish clear expectations for behaviour in the classroom. Children play well together, listen to each other and engage enthusiastically in the activities that adults prepare for them. During ‘choosing time’ sessions, children demonstrate their independence and ability to self-direct their learning.
- Staff receive excellent training to develop and adapt their practice to meet the diverse needs of children. For example, the introduction of storytelling provides children with opportunities to talk to each other and express their thoughts using personal stories. The focus on developing vocabulary has led to improvements in children’s speaking and listening skills.
- Children are extremely well prepared academically, socially and emotionally for the next stage of their education. During the summer term, staff carry out home visits and hold profile meetings with Year 1 teachers to support children’s transition to key stage 1. Leaders share information accurately and at timely intervals with families. This is a strength of the provision. Staff work closely with other professionals and agencies to ensure that additional help is in place to support children and their families.
- Statutory arrangements for safeguarding and welfare are effective. Staff ensure that children feel safe and secure.

## School details

Unique reference number	100710
Local authority	Lewisham
Inspection number	10058988

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	The governing body
Chair	Maria Knight
Headteacher	Hania Ryans
Executive headteacher	Jeanette Brumby
Telephone number	020 8699 7948
Website	<a href="http://www.fairlawn.lewisham.sch.uk">www.fairlawn.lewisham.sch.uk</a>
Email address	<a href="mailto:admin@fairlawn.lewisham.sch.uk">admin@fairlawn.lewisham.sch.uk</a>
Date of previous inspection	16–17 January 2019

### Information about this school

- Fairlawn Primary School is larger than the average-sized primary school. It is part of a hard federation with Haseltine Primary School. The two schools share a governing body. The headteacher works in partnership with the executive headteacher.
- Fairlawn is also a national support school and a teaching school.
- The majority of pupils come from a White British background.
- The proportion of pupils who receive SEND support is above the national average.
- The proportion of pupils known to be eligible for the pupil premium funding is below the national average.
- The school provides breakfast and after-school clubs, as well as a wide range of extra activities for pupils after school.



### **Information about this inspection**

- Inspectors observed pupils working in 32 lessons, including during focused learning walks. All observations were carried out jointly with the school's leadership team.

Inspectors looked at work in pupils' books and listened to 16 pupils read across a range of ability and year groups. Inspectors also observed pupils at lunchtime and as they moved around the school.

- Meetings were held with school leaders, groups of pupils and governors. A discussion was held with a representative from the local authority.
- Inspectors looked at a wide range of documents provided by the school. These included the school's self-evaluation and development plan, the school's own systems for tracking pupils' attainment and progress, plans for the use of the pupil premium and sport funding, and curriculum plans. Inspectors also considered documents showing how the school keeps pupils safe.
- The views of parents were taken into account through discussions with 11 parents at the beginning of the school day, and through analysis of the 173 responses to the Ofsted online survey, Parent View. Staff views were considered by analysing 38 responses to the staff questionnaire and through interviews with a selection of staff and middle leaders. The views of pupils were considered through interviews with members of the pupil parliament and a cross-section of pupils, and through analysis of the 206 responses to Ofsted's pupil survey.

### **Inspection team**

Angela Tempany, lead inspector	Her Majesty's Inspector
Simon Knowles	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector

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