

# Inspection of Fairfields Primary School

Council Road, Basingstoke, Hampshire RG21 3DH

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Inspection dates:

29 and 30 November 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

The school's core values of 'love, honesty, celebration and respect' underpin everything pupils experience at this community school. Pupils and staff are friendly and welcoming, creating an inclusive culture throughout the school. One pupil explained, reflecting the views of many, 'We are a big community where everyone welcomes you into one family.'

Pupils have many opportunities for developing their leadership skills. This includes important roles such as being 'young interpreters', 'environmental Wombles' and anti-bullying ambassadors. Pupils are keen to talk about their school and share what they learn through these positive experiences. They are proud of the additional opportunities they are given to develop their individual talents and interests.

Pupils are focused and work hard in lessons. 'Bucket Time' celebrates the qualities of each individual pupil as highlighted by their classmates. 'Super Citizens' are recognised for displaying the core values of the school. 'Fix It Time' supports any pupils who need extra help with managing their behaviour. Worry boxes are available for all pupils to ask for help when needed. Pupils rightly feel that the support they receive is useful.

## **What does the school do well and what does it need to do better?**

All leaders, including the governing board, are fully committed to making Fairfields a successful school for all pupils. A well-established reading programme helps pupils make a positive start to their education. Leaders encourage pupils to become fluent readers by providing high-quality texts to engage with. The welcoming library encourages a love of reading, with pupils enjoying a good book in the treehouse and wigwam.

The curriculums in many other subjects are also designed well. For example, the writing curriculum helps pupils express their ideas effectively in different writing styles. Pupils produce some very creative artwork that demonstrates many of the key skills they have been taught. The computing curriculum develops pupils' knowledge of how to use technology. In these subjects, teachers check what pupils have learned effectively. However, some subjects need further development to ensure that pupils are fully confident in remembering and recalling important knowledge and skills. This means that pupils are not always learning as much as they could.

Clear routines, warm relationships and high expectations help younger children make a positive start when they join Reception. The curriculum is well considered and helps children transition securely into Year 1. Adults' interactions with children are purposeful and well considered. Leaders are continuing to develop the early years environment to further strengthen the learning opportunities.

Pupils behave well. There is a positive and celebratory atmosphere around the school. Leaders want pupils to have every opportunity to succeed in school. Parents and carers who have attended workshops to support behaviour at home appreciate the advice given. This all means that low-level disruption in classrooms is rare.

The personal development of pupils is exceptional. Families from all faiths are supportive of the school's approach to diversity. This creates a culture of togetherness among the pupils, and the school celebrates many religious festivals. To support those who wish to, pupils lead additional multi-faith prayers on Fridays. One pupil maturely said, 'We all should respect each other.' This cohesiveness culminates in a celebration of diversity at the school's summer fete.

There are many opportunities for pupils to develop their wider interests. Aside from sporting or musical opportunities, the school offers other clubs, such as for history, chess, journalism and debating. Pupils learn about democracy by choosing the right person for the role in elections for house captains and school councillors. They experience using voting booths when choosing their preferred candidates.

The governing body supports school leaders by carrying out its responsibilities with diligence. Governors are conscious of the school's importance to the community. Consequently, they have an active involvement in setting and monitoring the school's vision and forward path.

Staff, parents and pupils are very positive about the school. Staff appreciate the conscious decisions made by leaders about their workload and well-being. They feel that their own learning and development are well directed. Pupils love their school, and parents acknowledge this. One parent, reflecting the opinions of so many, said, 'The diversity this school shows and truly cares about makes it such a special place, with everyone being made to feel included.'

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at this school. Leaders take an effective approach to keeping everyone safe. Leaders ensure the completion of all necessary pre-employment checks. Record-keeping is thorough and appropriate. Training for all members of staff is frequent and up to date. Leaders regularly check the staff's understanding of safeguarding to ensure that any concerns are appropriately identified and reported. Staff and parents agree that pupils are safe at school.

Pupils learn well-designed online safety lessons, tailored to the needs and age of the pupils. This includes learning about how news and information can be portrayed differently on social media and websites.

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

### (Information for the school and appropriate authority)

- In a few subjects, leaders have not yet identified the precise knowledge and skills that pupils will learn fully. This means that pupils' understanding does not consistently build over time as well as it could. In these subjects, leaders need to ensure that the curriculum specifies the full range of key knowledge, skills and vocabulary for pupils to learn and remember from Reception Year to Year 6.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	116232
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10256370
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	417
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nick Giblin-Cook
<b>Headteacher</b>	Kelly Dillon
<b>Website</b>	<a href="http://www.fairfields.hants.sch.uk">www.fairfields.hants.sch.uk</a>
<b>Date of previous inspection</b>	12 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, art, computing and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with senior leaders, staff and pupils. They also met with representatives from the governing body, including the chair. An inspector also spoke with a representative from the local authority.

- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and interviewing staff and through discussions with pupils.
- The inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

### **Inspection team**

Chris Parker, lead inspector

His Majesty's Inspector

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