

Inspection of a good school: Fairway Primary School

The Fairway, Offerton, Stockport, Cheshire SK2 5DR

Inspection dates:

25 and 26 April 2023

Outcome

Fairway Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy at Fairway Primary School. They strive to model governors' and leaders' values of being responsible and ambitious. Staff and pupils are friendly and welcoming. Staff have strong relationships with pupils and their families. This helps to make sure that pupils feel safe in school. When bullying occurs, leaders deal with it effectively.

Staff have high expectations of what pupils, including those with special educational needs and/or disabilities (SEND), can achieve and how they should behave. Pupils try hard to meet these expectations. Leaders have put in place a reward system that motivates pupils. They enjoy having their achievements recognised on the class rainbow. Pupils behave well in lessons and around school. Children in the early years learn the routines as soon as they start in the Reception class. This helps them to settle into school well.

Pupils play an active role in school life. They plant bulbs in the school garden and pick litter to keep their community clean and tidy. Year 6 pupils are proud of their roles as buddies for children in the Reception class. Pupils relish the opportunities to support the wider community. They frequently raise money for local charities. Pupils have an appreciation of different cultures and faiths. They show high levels of respect for others.

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

Leaders have designed an ambitious curriculum for all pupils, including those with SEND. They have thought carefully about the order in which pupils learn new information so that it builds on what they have learned before. Leaders have also thought carefully about what children in the early years learn to make sure that they are ready for future learning.

Teachers use assessment strategies well to check what pupils have learned. They use the information they gain to reshape their teaching when they spot that pupils have not understood what has been taught. This helps pupils to know and remember important information before they are introduced to new subject content.

Teachers typically deliver the curriculum well. However, at times, they do not select the most appropriate teaching methods or activities to teach new subject content. This hampers some pupils from learning new information. In addition, teachers sometimes do not deliver some aspects of the intended curriculum. This means that on occasion, pupils are not gaining the knowledge that they need for their future learning.

Leaders ensure that pupils develop a love of reading. This starts in the early years, where staff share books with children regularly. Leaders have developed a reading curriculum that gives pupils access to a wide range of high-quality texts. Pupils read widely and often.

Leaders have made sure that staff teach the phonics curriculum consistently well. Teachers are quick to spot any pupils who find reading difficult. These pupils receive extra help to so that they can catch up quickly. Pupils practise reading with books that match the sounds they have learned. Most pupils are confident and fluent readers by the time they leave key stage 1.

Leaders have ensured that systems and processes are in place for identifying pupils with SEND. Teachers help pupils with SEND to successfully access the same curriculum as their peers. Leaders engage well with external agencies to provide further support for pupils with SEND.

There is very little low-level disruption in lessons. Pupils said that they can concentrate on their learning in lessons. They behave well at lunchtimes and engage in sporting activities such as dodgeball. Pupils are polite and respectful.

Leaders prioritise making sure that pupils have opportunities to develop their talents and interests. For example, pupils can attend tennis, coding and football clubs. They enjoy opportunities to take on leadership roles. For instance, some pupils are members of the school parliament and pupils can become reading ambassadors.

Governors make frequent checks on the quality of education. They know the school's strengths and areas for development. Staff enjoy working at the school. They said that leaders are very supportive of their workload and well-being. There is a strong sense of teamwork among staff.

Most parents and carers who shared their views with the inspector were positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff are well trained to identify pupils who may be at risk. Staff report their concerns quickly. Leaders follow up on these concerns diligently. They work well with external agencies to provide extra support for pupils and their families.

Leaders place a strong emphasis on making sure that pupils know how to keep themselves safe. For example, pupils learn about road safety and how to keep safe online. They know that they should share any worries they have with a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, some teachers do not deliver some of the essential knowledge that pupils should learn. This means that some pupils do not learn the knowledge they need for future learning. Leaders should make sure that teachers are delivering all aspects of the curriculum.
- On occasion, teachers do not choose appropriate teaching methods, resources and activities to help pupils learn the curriculum. As a result, some pupils do not learn all that they should. Leaders should ensure that staff receive the training and guidance they need to deliver the curriculum effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2013.

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

Unique reference number	106046
Local authority	Stockport
Inspection number	10286232
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chairs of governing body	Joanne Jaimeson and Nicola Hodgson
Headteacher	Alison White
Website	www.fairway.stockport.sch.uk/
Date of previous inspection	24 and 25 April 2018, under section 8 of the Education Act 2005

Information about this school

- There has been a change in headteacher since the last inspection. The headteacher started at the school in April 2020.
- Leaders do not make use of alternative provision.
- The governing body manages a before- and after-school provision.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other leaders, staff and members of the governing body. The inspector also spoke to a representative from the local authority.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector 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. The inspector also listened to some pupils read.

- The inspector talked with pupils in meetings and at lunchtime.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. The inspector also reviewed the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils.
- The inspector checked the arrangements for keeping pupils safe. She looked at a range of documentation and spoke to leaders and staff. The inspector also spoke to pupils about whether they feel safe in school.

Inspection team

Collette Mather, lead inspector

Ofsted Inspector

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