

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Fairford Church of England Primary School

The Park, Leafield Road, Fairford, Gloucestershire GL7 4JQ

---

Inspection dates:

19 and 20 November 2024

## **Outcome**

Fairford Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

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

Pupils are proud to attend this remarkable school. They feel a strong sense of belonging which means their attendance is high. Pupils hold the value of respect in the utmost regard. It shapes how pupils conduct themselves. The thoughtfully planned curriculum and school environment centre around respect for the world around them. For example, pupils appreciate how sometimes creatures like insects are overlooked. Pupils say, 'if you take the time to look closely, they are actually very beautiful.'

Pupils' behaviour is excellent. Staff teach them exactly how they should behave from the moment they join the school. In early years, clear instructions and unwavering expectations means this becomes intrinsic. These high expectations extend to written work. Pupils work very hard in lessons. Consequently, pupils' knowledge across the curriculum develops exceptionally well.

Pupils are empowered to have their say through leadership roles. Communication team leaders, house captains, science and reading ambassadors are just some of these positions. They feel honoured to represent the school. Pupils are taught to be mindful. For example, they learn about 'teddy bear breathing' to help them feel calm. They are taught strategies they can use for life.

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

The school has devised a highly ambitious curriculum. It has clearly defined what pupils should learn from the school's nursery up until the end of Year 6. These plans have been constructed with careful thought about which subject-specific vocabulary pupils need to

learn. Teachers create focused activities centred around this precise knowledge. Staff training helps them to expertly impart knowledge to pupils. Staff help pupils remember their learning over time by revisiting previous key concepts. Any pupils who need additional support receive it quickly. Pupils, including those with special educational needs and disabilities (SEND), progress through the curriculum very well. Pupils achieve exceptionally well at this school, as shown in their published outcomes.

Support for pupils with SEND is highly effective. Extremely skilled staff support these pupils well. They provide additional support while also building independence. Consequently, pupils with SEND flourish alongside their peers.

Children learn how to read from a well-structured phonics programme. They practise reading books that are carefully matched to the sounds they are familiar with. Staff quickly support any children who struggle. This means pupils, including those who find reading hard, read fluently and accurately. Vocabulary development is also prioritised. From nursery, children are immersed in a language-rich environment. Staff insist children listen carefully to and repeat key vocabulary they will need for their lives. For example, two-year-olds learn how to say 'Tuesday' and identify what purple looks like. Pupils know the value of reading. They enjoy earning 'book worm tokens' when they read regularly. They value being rewarded with 'V.I.P.' reader events for being excellent readers.

The school has cultivated a highly positive learning environment. There is a palpable love of learning. This stems from the school's strong ethos. Pupils enjoy activities such as 'forest bathing' and physically 'fizzing' their written worries away in water. As a result, pupils are reflective and take every opportunity to learn. They embrace diversity. Pupils try wheelchair sports to appreciate different perspectives. They participate in mock trials and debates. This helps prepare pupils to be highly articulate and wonderful ambassadors for the school.

Pupils are very well prepared for life. They learn to cook healthy foods and appreciate the importance of fruit and vegetables with 'high 5 a day'. Learning about nutrition is cleverly intertwined with the school's curriculum. For example, pupils make mushroom risotto when coming across mushrooms while reading 'The Magic Faraway Tree'. Pupils learn to stay safe, for example, at bonfire night and when playing in water. Pupils eagerly work in the wider community. Eco-church committee members care for the church environment and maintain gravestones. They show respect for those who have been sadly lost. A large variety of clubs including archery, hula hooping and sewing spark pupils' interests. Visits to enhance the curriculum are carefully planned. For example, pupils talk excitedly about how they visit a chocolate factory when learning about Roald Dahl. Careers week and 'aspirations day' help develop character and teach pupils that they may have more than one career in the future.

Leaders have effectively sustained the standards demonstrated at the previous inspection. Staff appreciate the myriad of bespoke training they have to support the delivery of the curriculum. Governors perform their duties diligently. They provide highly effective support and challenge to ensure pupils continue to receive the best education possible.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be outstanding for overall effectiveness in January 2019.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	115622
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10344510
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	369
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Elizabeth Knox and Elspeth Murano (co-chairs)
<b>Headteacher</b>	Julie Fellows
<b>Website</b>	<a href="http://www.fairford.gloucs.sch.uk">www.fairford.gloucs.sch.uk</a>
<b>Dates of previous inspection</b>	30 and 31 January 2019

## Information about this school

- The school is designated as having a religious character. The school is part of the Diocese of Gloucester. The most recent section 48 inspection of the school was carried out in November 2023. The school will receive its next section 48 inspection within five school years.
- The school operates its own nursery provision for two-, three- and four-year-olds.
- There is a before- and an after-school club for pupils who attend the school.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector spoke with school leaders, parents, governors and representatives from the local authority and diocese.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site. Additionally, the inspector spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View.

### **Inspection team**

Lakmini Harkus, lead inspector

His Majesty's Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024