

Inspection of Fairhaven Church of England Voluntary Aided Primary School

School Road, South Walsham, Norwich, Norfolk NR13 6DZ

Inspection dates:	10 and 11 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy school and attend well. The school nurtures and celebrates the unique qualities and talents of each pupil. As a result, pupils feel valued and appreciated. They say that school is fun.

The school values of Belief, Friendship, Diversity and Achievement underpin the design of the curriculum. The curriculum is rich and broad. The content of the curriculum allows pupils to make meaningful links with prior learning. For example, making comparisons between the Mayan and Egyptian pyramids. Pupils achieve the ambitions of the curriculum increasingly well.

Older pupils recognise that the changes at the school are for the better. They rightly say that behaviour has improved and if there are problems, an adult will always listen and help. There are a range of things to do at playtimes and lunchtimes. There are many opportunities for pupils to take on leadership roles.

Pupils learn a lot about their physical and mental well-being. The school helps develop pupils' social, team and leadership skills by enabling them to participate in a wide range of sports and other events. Pupils learn how to stay safe online and in the community. There are a wide range of clubs and after-school activities. Nearly a third of pupils take up the opportunity to learn a musical instrument.

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

The school has revised and refined its curriculum over the last three years. The content of the curriculum is ambitious. It has been well designed to meet pupils' needs. Pupils are meeting the expectations of the curriculum with greater consistency. The school checks that the curriculum is being delivered diligently by talking to pupils and looking at their work. In some subjects, the school has not considered how best to deliver the content of the curriculum. This leads to some inconsistency because staff use their own preferred approaches, which are not always familiar to pupils.

Staff check pupils' understanding and grasp of new concepts in lessons effectively, often at the end of a week or a unit of work. Pupils who fall behind are supported to practise and revisit things they find difficult so they can catch up with their peers. When the school identifies a potential barrier, or learning need, they work with parents to put appropriate support in place. This means that pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life and learn the breadth of the curriculum.

Pupils start learning phonics as soon as they start school. All staff have had training in the school's chosen approach to teaching reading. Pupils are familiar with the language and routines of the programme. Those delivering the programme meet regularly to discuss pupil progress and plan support where needed. Pupils in key stage 2, who have not achieved fluency in their phonics, continue to have targeted support. Pupils have a broad reading diet that enriches their knowledge and understanding of the world. Pupils enjoy

reading. They appreciate the improvements to the well-resourced library, which is helpfully open to pupils and families after school. Pupils talk at length about the books they have read.

The school ensures that provision in the early years is effective. Staff support children to enjoy sharing with peers and talking about their learning. Effective modelling helps children to listen to each other and take turns. They are eager to ask questions. There are opportunities for pupils to learn, practise and apply their learning in different ways, and these work well. The curriculum in the early years prepares pupils for the transition into Year 1 effectively.

Pupils know and understand the golden rule of 'kind hands, kind words'. This is central to the school's behaviour policy and is consistently used by staff. Pupils can identify how the school helps them to manage their emotions and regulate their feelings. Pupil behaviour can vary in lessons, which hampers their learning.

The school has developed innovative partnerships and links with the local community and church. Pupils undertake meaningful visits, for example to the theatre, to the nearby castle and to participate in art workshops at the local gallery. These visits help enhance the planned curriculum. By the time they leave school, all pupils will have represented the school at an event. Pupils are well prepared for the next stage in their education.

Leaders know the school well. They are eager to learn and are outward-facing. They are ambitious for the pupils in their care. As a result of their actions, pupils are achieving the ambitions of the curriculum with increasing success. Staff enjoy working at the school and feel valued because the school invests in their development and looks after them. They are proud to be part of the team and value the timely challenge and support of leaders. The school prioritises the well-being of staff, the pupils, their families and the community effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not agreed how to deliver the content of the curriculum. This means that pupils become confused and can lose focus. The school needs to agree the best way to deliver the curriculum so that all subjects are taught consistently and effectively.

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

Unique reference number	121150
Local authority	Norfolk
Inspection number	10345250
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair of governing body	Rachel Whiles
Headteacher	Stephanie Lake
Website	www.southwalshamfairhaven.norfolk.sch.uk
Date of previous inspection	5 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a breakfast club, overseen by the governing body.
- The school does not use any alternative provision.
- The school is a Church of England school. The school had its most recent inspection of its denominational education and collective worship, under section 48 of the Education Act 2005, in October 2019.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, governors and members of staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed the curriculum and provision for pupils with SEND and sampled work from other areas of the curriculum.
- The inspectors considered the responses and related free-text comments submitted by parents to Ofsted's online survey, Parent View.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.

Inspection team

Oriana Dalton, lead inspector

Ofsted Inspector

Cassandra Williams

Ofsted 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024