

# Fairlands Primary School

Address: Pound Avenue, SG1 3JA

Unique reference number (URN): 143785

## Inspection report: 11 November 2025

Exceptional	
Strong standard	● ● ● ● ●
Expected standard	● ●
Needs attention	
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

The school ensures that pupils learn the rules, routines and social skills they need to be successful. Staff help pupils who are new to the school to settle quickly and behave well. Pupils understand what is expected of them. If a pupil's conduct is not as leaders expect, the school responds quickly to help pupils to reflect, learn and make better choices. Pupils with special educational needs and/or disabilities (SEND) receive well-planned support, such as structured sensory breaks and small-group sessions. Pupils who benefit from this support reduce their anxiety and improve their self-control. Around school and in the playground, pupils are polite and engaged.

Leaders are relentlessly focused on pupils' attendance. They understand that all pupils need to be in school as often as possible, and they act swiftly before pupils' attendance falls too far. They analyse and identify patterns in pupils' attendance data. They work closely with families to remove barriers that prevent pupils from attending regularly. Attendance has improved steadily. Persistent absence has fallen, particularly for pupils with SEND or those who are disadvantaged.

### Curriculum and teaching

Strong standard ●

Leaders have designed a curriculum that has been refined and improved over time. It is established and taught consistently well across subjects. Leaders and staff understand precisely what pupils must know, how knowledge builds and how to secure lasting understanding. The school regularly reviews the curriculum, weaving in a nuanced understanding of pupils' changing needs, for example through adapting religious education to reflect a wider range of world views. As a result, the curriculum has depth and coherence. Teachers' instructions are clear. They make well-informed, subject-specific adaptations that remove pupils' barriers without lowering expectations. This ensures that pupils with special educational needs and/or disabilities learn the same ambitious curriculum as their peers.

Reading has been a major focus. Leaders have ensured that staff are trained well to teach pupils to read. The school provides frequent and specialist catch up sessions. These have a positive impact on pupils' reading ability and confidence, particularly for pupils who have previously experienced barriers to communication.

Leaders' work with external partners such as local English specialists has been used effectively to support pupils' learning. For example, the focus on pupils' writing has led to improved stamina and presentation in their work.

### Inclusion

Strong standard ●

This school is rightly proud of its inclusive practice. Parents and carers say that staff '... never give up on a child. They always find a way.'

Over time, leaders have utilised considerable expertise to build a highly inclusive culture. This ensures that every pupil is known, valued and supported. Staff quickly identify and act on pupils' needs. They draw on links with families and specialist professionals. Leaders use additional funding intelligently to extend pupils' access to learning, such as through the family support offer. This work also strengthens the school's connection with its community.

Pupils with special educational needs and/or disabilities and those who are disadvantaged benefit from tailored interventions, including speech and language therapy. Leaders' oversight and regular review ensure pupils' needs are met swiftly, and that support evolves as pupils grow to be more independent.

In lessons, teachers skilfully adapt tasks so that all pupils can succeed without diluting ambition. They use precise questioning and visual scaffolds to help pupils connect new learning. Well-trained support staff anticipate when to step in and when to step back. Across all subjects, pupils engage with learning, produce thoughtful work and show pride in what they achieve.

## **Leadership and governance**

**Strong standard** ●

Leaders have built a stable, knowledgeable school team, rooted in shared values and with a deep understanding of the community. Staff describe a culture of trust and respect, where decisions are made carefully. The professional learning they receive supports them to have a positive impact on pupils' school experiences.

Leaders have created a genuinely collaborative culture. Curriculum leaders and teachers lead by example and model high expectations. Staff are given time to think, reflect and refine their practice. As a result, there is consistency in classrooms, calm routines and strong alignment between the school's vision and what happens day to day.

Leaders know their pupils and families extremely well. They work together to remove all kinds of barriers to pupils' education. This ranges from facilitating catch-up support, providing additional resources and adjusting the physical environment to minimise noise. They ensure that the school supports all pupils to flourish, learn and attend as much as possible. Parents and carers, particularly those of pupils with special educational needs and/or disabilities, comment on feeling reassured when their children join the school. They see the difference in how well their children are understood and supported.

The school's work with other settings and local partners is a strength. Leaders are open about their practice and generous in sharing expertise in behaviour and inclusive approaches. Leaders responsible for governance know the school well. They use evidence from a range of sources, including visits, reports and pupil discussions, to understand what is working. They effectively hold leaders to account.

## **Personal development and well-being**

**Strong standard** ●

The school has built a coherent, ambitious programme for pupils' personal development. The school's work to help pupils understand themselves and others begins in the early years. Pupils learn about relationships, health and safety, and the wider world in ways that

are age-appropriate and inclusive. Pupils talk confidently about respect, kindness and the value of difference.

The school's enrichment offer is purposeful and inclusive. Leaders think carefully about cost, accessibility and pupils' interests when designing clubs, visits and events. They also ensure that every enrichment session aligns perfectly with the school's wider curriculum. This ensures that experiences genuinely widen pupils' horizons, including those with special educational needs and/or disabilities or who are disadvantaged. For example, visits to workplaces and universities help pupils see the pathways open to them and raise aspirations for the future. Leaders track participation closely and remove barriers swiftly, such as providing resources and transport so that every pupil can join in. As a result, the school's enrichment offer embraces all pupils and makes a difference to how they think about the wider world.

The well-developed pastoral support is rooted in care and connection. Staff model tolerance and empathy in everyday routines. Pupils develop a strong understanding of equality and fundamental British values, speaking positively about inclusion and fairness. They learn how to stay safe online, build healthy relationships and manage their emotions. Pupils feel valued, enjoy new experiences and show pride in belonging to their school community.

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## Expected standard

### Achievement

Expected standard 

Many children begin school with gaps in early language and knowledge. The school, through effective teaching and targeted support, successfully helps pupils to achieve. Leaders track pupils' progress carefully. Pupils who need additional support receive focused teaching that builds their knowledge, confidence and independence.

In reading, pupils who did not reach the expected phonics standard catch up quickly through daily practice and well-structured intervention. Most read accurately by the end of key stage 1 and are ready to tackle demanding texts. In mathematics, pupils develop strong recall and fluency, applying knowledge accurately in reasoning tasks. Across subjects, pupils' written work and discussions show that pupils revisit and build on previous learning.

Leaders maintain a clear focus on foundational skills and early intervention. As a result, pupils make steady, sustained progress. However, while pupils achieve in line with national outcomes, the school is focused on all groups of pupils achieving higher than this.

### Early years

Expected standard 

Children in the early years benefit from warm, trusting relationships with adults who know them well. Staff create a calm, structured environment where routines are clear and expectations are consistent. This helps children to settle quickly, developing confidence. They feel, and are, safe. At times, adults model language thoughtfully, narrating play and

daily routines. This supports children to hear rich vocabulary. However, this is not consistent when children are learning independently.

The early years curriculum is well organised and sequenced from nursery into Year 1. Leaders maintain a strong focus on communication and language, recognising that many children start with limited vocabulary. Close tracking of children's progress and working closely with parents and carers enables leaders to regularly adapt provision and grouping to meet children's needs.

Daily teaching of key words, phonics and early number ensures children steadily build their foundational knowledge. Staff check children's understanding carefully and adapt their approach to ensure every child can join in and learn. Teaching is purposeful and engaging, encouraging children to blend sounds, explore ideas and manage their feelings. As a result, children make progress from their varied starting points.

## **What it's like to be a pupil at this school**

Pupils thrive in this calm, welcoming school. Staff understand each pupil's needs, interests and potential. Staff's expertise and teamwork ensure that pupils get the right help at the right time. Pupils value the trusting relationships they have with staff and each other. They feel and are safe here. Playtimes are well organised, resourced and supervised so that pupils can concentrate on making friends and playing games. Bullying is extremely rare, but if it occurs leaders take swift action so that incidents are not repeated.

Learning is purposeful and interesting. Teachers explain concepts clearly, check understanding and help pupils to build on what they already know. Pupils, including those with special educational needs and/or disabilities, talk confidently about what they are learning and take pride in their work. If, for any reason, a pupil experiences difficulties accessing their education, the school provides additional intelligent and well-resourced support. Pupils know that staff believe in them and will not give up until they succeed.

Pupils enjoy clubs, performances and community events that help them discover new talents and interests. The school aims for enrichment opportunities to be as purposeful as possible, while minimising cost and disruption to family life, for example linking a trip to a recent history topic, or providing an opportunity to learn about an interesting career. The school provides support to help all pupils access these opportunities.

Behaviour in lessons and around the school is calm and considerate. Pupils understand the school's rules and routines and follow them naturally. This enables pupils to concentrate and staff to provide support to those who need to catch up. Pupils leave the school proud, confident and ready for the next stage of learning and life.

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## Next steps

- Leaders should strengthen opportunities to engage children in high-quality interactions during independent learning times in the early years.
  - Leaders should closely analyse and act upon performance outcomes of vulnerable groups of pupils, so that these pupils achieve at a higher level.
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## About this inspection

This school is part of The Claxton Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Robert Staples, and overseen by a board of trustees, chaired by Claire Kemp.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with senior leaders, trustees and governors during the inspection. An inspector also spoke with a representative for the virtual school's headteacher.

The inspectors confirmed the following information about this school:

The school currently uses no alternative provision.

The school runs an on-site nursery provision for children aged 3 and 4.

The school provides wraparound care.

Headteacher: Robert Staples

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### Lead inspector:

Hannah Stoten, His Majesty's Inspector

### Team inspectors:

Lynne Williams, His Majesty's Inspector


Caroline Crozier, His Majesty's Inspector

Nerrissa Bear, His Majesty's Inspector

Jessie Linsley, His Majesty's Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 11 November 2025

## School and pupil context

### Total pupils

**674**

Well above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**720**

Well above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**39.51%**

Above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## **Pupils with an education, health and care (EHC) plan**

**3.71%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## **Pupils with Special Educational Needs (SEN) support**

**27.60%**

Well above average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Above average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **All pupils' performance**

**Pupils reaching the expected standard in reading, writing and maths**

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	50%	61%	Below
<b>2024/25</b>	57%	62%	Close to average
<b>2023/24</b>	44%	61%	Below
<b>2022/23</b>	49%	60%	Below

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	70%	74%	Close to average
<b>2024/25</b>	74%	75%	Close to average
<b>2023/24</b>	63%	74%	Below
<b>2022/23</b>	71%	73%	Close to average

### **Pupils reaching the expected standard in teacher assessed writing**

The percentage of pupils meeting the expected standard in teacher assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	66%	72%	Below
<b>2024/25</b>	69%	72%	Close to average
<b>2023/24</b>	64%	72%	Below
<b>2022/23</b>	63%	71%	Below

## Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	73%	Below
2024/25	73%	74%	Close to average
2023/24	62%	73%	Below
2022/23	65%	73%	Below

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	31%	46%	Below
2024/25	34%	47%	Below
2023/24	28%	46%	Below
2022/23	31%	44%	Below

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25	60%	63%	Close to average
2023/24	53%	62%	Close to average
2022/23	66%	60%	Close to average

### Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	59%	Below
2024/25	49%	59%	Close to average
2023/24	50%	58%	Close to average
2022/23	52%	58%	Close to average

### Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	60%	Close to average
2024/25	60%	61%	Close to average
2023/24	41%	59%	Below
2022/23	59%	59%	Close to average

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and maths**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	31%	68%	-36 pp
<b>2024/25</b>	34%	69%	-35 pp
<b>2023/24</b>	28%	67%	-39 pp
<b>2022/23</b>	31%	66%	-35 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	59%	80%	-20 pp
<b>2024/25</b>	60%	81%	-21 pp
<b>2023/24</b>	53%	80%	-27 pp
<b>2022/23</b>	66%	78%	-13 pp

### **Disadvantaged pupils reaching the expected standard in teacher assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	50%	78%	-28 pp
<b>2024/25</b>	49%	78%	-30 pp
<b>2023/24</b>	50%	78%	-28 pp
<b>2022/23</b>	52%	77%	-26 pp

### Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	53%	80%	-27 pp
<b>2024/25</b>	60%	81%	-21 pp
<b>2023/24</b>	41%	79%	-39 pp
<b>2022/23</b>	59%	79%	-21 pp

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
<b>2024/25 (1 term)</b>	6.2%	5.1%	Above
<b>2023/24</b>	6.4%	5.5%	Above
<b>2022/23</b>	7.1%	5.9%	Above

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	18.9%	14.3%	Above
2023/24	17.5%	14.6%	Close to average
2022/23	19.7%	16.2%	Close to average

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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