



# Fairway Infant School, Cophorne

Inspection Report

Better  
education  
and care

**Unique Reference Number** 125943  
**LEA** West Sussex  
**Inspection number** 282026  
**Inspection dates** 29 June 2006 to 30 June 2006  
**Reporting inspector** David Collard AI

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	The Fairway
<b>School category</b>	Community		Cophorne
<b>Age range of pupils</b>	4 to 7		Crawley, West Sussex RH10 3QD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01342 713691
<b>Number on roll</b>	167	<b>Fax number</b>	01342 718514
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs L Rintoul
<b>Date of previous inspection</b>	19 September 2000	<b>Headteacher</b>	Mrs Loretto McKeown

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Fairway is an average sized, village infant school. Almost all pupils come from a White British heritage and all but one speak English as their first language. The number of pupils with learning difficulties and disabilities is below the national average.

At the time of the inspection the school was being led by an acting headteacher, formerly the assistant headteacher, as the expertise of the headteacher was being used to support another school locally.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Following a celebration production of the Queen's birthday, one parent wrote, 'I wish I could keep my child dancing for a few more years at Fairways.' In a nutshell, this sums up the outstandingly effective educational provision at a school that underestimates its own success.

The self-evaluation recognises that overall pupils start school with better than average ability in some areas of learning although language and mathematical skills are relatively weaker. The highly effective provision in the Foundation Stage ensures higher than expected standards are reached by the end of the Reception year. The school not only maintains the excellent achievement to the end of Year 2 but also manages to enhance key areas such as writing, numeracy, science and art and design. At the same time, through an exciting and interlinked curriculum, pupils are given the tools that enable them to think and make connections between different subjects. As a result of exemplary but also consistent teaching in each class, pupils make excellent academic and personal progress. They reach at least well above average, and in some years exceptionally high, standards in national tests.

A fundamental element to the school's outstanding provision lies in the strength of the leadership team, particularly of the substantive and acting headteachers, and of the commitment of the whole staff to ensuring pupils are as well prepared for their future education as possible. Improvement plans are based around a very clear understanding that the potential of these pupils is high. For instance, one of the present priorities is rightly looking at why the reading scores in national tests are only above average and not well above. There is no doubt that the school provides excellent value for money and has a very high capacity for continuing development.

### What the school should do to improve further

- In this outstanding school there are no significant aspects for further development because the school knows where improvements are needed and has planned for it. Now it should focus on:
- Determining whether its analysis of reading tests provides any factors that need remedying to account for its most recent results.

## Achievement and standards

### Grade: 1

Pupils make excellent progress throughout the school. While generally above average, children's standards do fluctuate on entry. They have relatively weaker language and mathematical skills than those for personal development. However, the close monitoring of progress ensures nearly all pupils start Year 1 having at least reached the nationally expected learning goals and over half the children exceed them.

Through Years 1 and 2, the consistently high targets are proof of the close attention given to ensuring pupils are constantly challenged and the high pace of learning is

maintained. Pupils leave Year 2 with standards well above those expected for their age, a fact confirmed in national tests. These high standards are not restricted to reading, writing and mathematics but are also evident in science, humanities and particularly art. The wonderful wall displays demonstrate that there are a number of potentially talented artists.

The relevant learning is the basis for this outstanding achievement and results in pupils understanding the significance of what they are doing. A good example is the way that writing has been improved since the last inspection when it was judged very positively. Now the learning makes pupils think harder and they determine how, for instance, stories will develop logically or about how to write up instructions in a logical and readable sequence.

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

### **Grade: 1**

Personal development is outstanding. Pupils really enjoy school and the wonderful opportunities offered to them. Pupils say, 'It is really good fun here'. Their social, moral, spiritual and cultural development is outstanding. The school has developed a site of awe and wonder, which has led to inspirational work. For example all the pupils' artwork is painstakingly displayed giving pupils a powerful feeling of success. Pupils understand the differences between right and wrong and their behaviour is excellent. Their growing awareness of the different cultures in this country and abroad helped them to enjoy celebrating Divali and the Chinese New Year.

Pupils enjoy the responsibilities they are given and take them seriously. The school council feels strongly that their voice is heard. Despite their good attitudes to school and the high opinion parents have of the school the attendance rate is only satisfactory even though all is done to inform parents of the importance of regular attendance. Punctuality is excellent.

The pupils learn about healthy lifestyles, they eat healthy snacks and readily take part in a variety of physical activities. Their contribution to the local and wider community, through projects such as looking at the effects of the water shortage, is outstanding.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching is outstanding and the main reason that pupils achieve as well as they do. They learn extremely well.

At the heart of the teachers' planning is a priority to interlink skills. For instance, in a topic on pirates, pupils learnt how to make, draw and describe 'wanted' posters, they had to investigate the 'WOW' words that would bring their writing alive, they had to research and discover 'lost treasure' as well as evaluate their work and say how it could

be improved. This practice is universal through the school so that learning is exciting and stimulating. As one pupil said, 'My teacher is a treasure chest'.

Teaching assistants are used very effectively. They are very experienced and quite capable of taking extended group sessions. One member is soon to be part of the senior management team. For pupils with learning difficulties and disabilities there are 'child friendly' individual education plans. For instance, there are sections for 'What I need to do' and 'How did I get on' which means that the teacher and the pupil know what is expected as well as giving the criteria for success.

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum is very highly creative and innovative. It is well balanced between improving basic skills and ensuring a range of learning experiences which are relevant to the pupils. Writing has been the main curricular focus since the last inspection. In many lessons key vocabulary, different styles of writing as well as spelling and presentation are explicitly stated. However, this is never at the expense of the creative, physical and aesthetic elements. Art is a particular strength. The quality of drawing and painting and three-dimensional work is extremely good. Equally, the school capitalises on the skills of specialists very effectively to extend knowledge and skills, such as the support from a college of further education and a premier division football club. The outside areas are real outdoor classrooms. The conservation area, for instance, is consistently used to develop research and investigational skills. There are a good number of well attended extra-curricular activities. Every pupil in the school, for example, applied to join the gardening club.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support is outstanding because all staff are highly committed to making the school a safe and happy environment in which pupils flourish and succeed. Secure child protection procedures are in place and understood by all staff. The school is a welcoming place for pupils who reported that they feel safe, secure and free from bullying, harassment or discrimination. Pupils with learning difficulties, behavioural problems or physical disability are completely integrated into the life of the school. Teachers make sure that these pupils are very well supported. Parents have confidence in the school and are pleased with the way the school seeks their views and responds to questions and concerns.

Teachers give their pupils much ongoing support and encouragement. They take time marking the work carefully and give individual clear guidance for improvement. The school has excellent tracking systems that are used effectively by staff to ensure that all pupils make the best possible progress in their work.

## **Leadership and management**

### **Grade: 1**

The outstanding leadership and management stems from a headteacher who is dedicated to school improvement and is not prepared to accept second best or allow any complacency. She has a determination to get the best from everybody. Monitoring and evaluation of school performance is comprehensive and rigorous. Strengths are identified and shared, and areas for improvement are followed up effectively. There is a willingness and drive amongst all staff and governors to get things done.

This year the school has been led by an acting headteacher who has managed the school with the utmost of care, maintaining the outstanding aspects of school life. The development planning is excellent. Everyone has a clear knowledge of the school's strengths and its priorities for improvement. Parents, all staff, pupils and governors are consulted about change and involved in future planning. The school's values are well understood and shared by the whole school community. The governors are most effective and make a very strong contribution to the school's success. They are supportive and understand the school's strengths and priorities for development well. Governors play an important role in monitoring and evaluating the work of the school. They are questioning and check the indicators of school performance most carefully in their quest for an even better school.

The school evaluated the quality of its leadership and management as good but this is too modest because the way the school prepares its pupils for the next stage of education and the vision it has for the future are outstanding.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for looking after us so well during our visit. We very much enjoyed joining you in lessons and seeing all the wonderful work you were doing. Many of you asked us what we thought of your school so I have included a few of the main points below.

?You said your school was exceptional and we agree. ?We think you are all doing very well in your work. From the time you are in the Reception classes to when you leave in Year 2 you all make excellent progress. ?You also told us how well your teachers looked after you and we agree. We think they are all doing an excellent job and teach you exceptionally well. As a result, you all achieve good standards by the time you leave Year 2. ?Your school council are very pleased that any ideas you have are taken note of. For instance, we especially liked the way that you all have a chance to make decisions about how you use your 'cake money' to make improvements. ?We could see that you all behave very well and you are a credit to your school. You help each other and are very polite. Clearly, you all really enjoy your lessons. ?We think that the work you are given to do is exceptional. There are just too many exciting things to list but we particularly enjoyed looking at your wonderful paintings and joining you for your science lesson in the conservation area. ?Your headteacher has worked hard to give you all the best possible opportunities. While she has been working at another school your acting headteacher has made sure everything has run smoothly and continued to make improvements. We have said that we think these developments should be carried on because they are all things that will make the school better.

Finally, we would like to wish you all the best for the future and – keep up the good work!