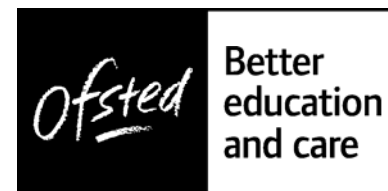


Tribal Education  
1-4 Portland Square  
Bristol BS2 8RR  
T 0845 123 6001  
F 0845 123 6002

Ofsted helpline  
0845 404045  
edhelpline@ofsted.gov.uk



15 December 2005

Mr Alex Wall  
Fairfield Community Primary School  
Fairfield Close  
Worcester  
Worcestershire  
WR4 9TX

Dear Mr Wall

## **FRESH START: MONITORING INSPECTION OF FAIRFIELD COMMUNITY PRIMARY SCHOOL**

### **Introduction**

Following my visit to your school on 28 November 2005, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school opened in September 2004.

This letter will be published on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### **Evidence**

Her Majesty's Inspector (HMI) observed the school's work, scrutinised documents, and met with the headteacher, other key staff, a group of pupils, a representative of parents, the chair of governors, and a representative from the local authority.

### **Context**

Fairfield Community Primary School replaced a school on the same site that was subject to special measures twice in four years. Most of the teachers were new to the school when it opened, including the headteacher and the deputy headteacher, as were many of the teaching assistants, administrative and other support staff.

There are 151 pupils on roll, including 19 who attend part time in the Nursery. Forty six per cent of the pupils have learning difficulties and disabilities, including three pupils who have a statement of special educational need. Thirty five per cent of the

pupils are eligible for free school meals. No pupils speak a home language other than English. The school will move into new buildings by September 2006.

### **Achievement and standards**

Standards are rising and the pupils' achievement is improving rapidly. The results in the national tests in 2005 were much better than in previous years and many more pupils achieved the standards of which they were capable.

At the end of Year 2, the pupils generally met or exceeded their target levels although few achieved the higher levels. At the end of Year 6 the pupils' results were in line with those achieved by similar pupils nationally although they were better in mathematics and science than they were in English. Pupils with learning difficulties and disabilities did as well as the other pupils. In the other year groups most pupils are making reasonable progress towards their targets. However, writing remains the weakest area of pupil performance.

The Foundation Stage children continue to make good progress towards the early learning goals, despite their low attainment on entry to the Nursery. Detailed planning and very good assessment ensure that each child receives high quality intervention and support.

Progress on the areas for improvement identified by the monitoring inspection in March 2005:

- good progress has been made in raising standards and improving achievement.

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

The pupils' personal development and well-being are satisfactory. Relationships between members of the school community are productive and the school continues to be the happy and orderly community described by inspectors after the last monitoring inspection. Most pupils are keen to learn and they enjoy coming to school. They are usually polite and hardworking and any unsettled behaviour is well managed. No pupil has been excluded from school since December 2004. Strong emphasis is placed on making sure that all pupils understand the importance of regular exercise and healthy eating.

Considerable effort has been put into tackling the pupils' casual attitudes to learning. The school has undertaken a thorough analysis of attitudes, conduct, and of the way pupils interact with others in lessons. This analysis has helped to guide lesson planning and during the inspection most of the pupils were eager to learn. Attendance rose markedly in 2004/05 to 92.3% and this improving trend has continued into this term; so far it stands at 92.5% and is very good in both Years 3 and 6.

Assemblies encourage the pupils to think about others and the wider world. The recent collection of unwanted or used toys, for example, reflects the pupils' desire to

help children in poorer parts of the world. During the visit the pupils spoke proudly about how 'we've got presents for children who don't get presents at Christmas'.

Progress on the areas for improvement identified by the monitoring inspection in March 2004:

- good progress has been made in improving the attitudes of some of the older pupils.

### **Quality of provision**

Teaching is usually good and this is having a marked impact on the rate at which the pupils make progress. Much of the teaching is lively and relationships in classrooms are friendly and cheerful. Teachers and teaching assistants work together to set interesting and varied work and to manage classroom behaviour. Targets for improvement are set and reviewed regularly, and checks on the pupils' progress are frequent. As a result, teachers have a detailed understanding of what each pupil needs to do next and this is used to guide lesson planning. The curriculum meets the pupils' needs and is enriched and extended by educational visits and other activities. Many pupils, for example, have extra music lessons and others benefit from coaching by players from a well known local rugby team.

The pupils with learning difficulties and disabilities make good progress because of the careful attention paid to helping them learn. Individual education plans give useful guidance to teachers and others about how to help each individual achieve their personal targets. The guidance is used by teachers and reviewed frequently.

Care, guidance and support are strengths of the school. Teachers and the other staff know and care about their pupils. There is a strong focus on identifying the next steps needed for them to make personal and academic progress and any necessary support or intervention is highlighted clearly and provided early. Parents and pupils describe the school as an inclusive and caring community. 'You can speak to the head and the teachers', commented a parent, 'and it's nice to be involved.' Pupils value the honesty and integrity of the staff. 'Teachers are helpful', said one pupil, 'and they don't tell lies.' Parents and pupils are consulted regularly and their views are taken seriously. Vulnerable pupils are particularly well supported by the school.

### **Leadership and management**

Leadership and management are good, as they were at the time of the last monitoring inspection in March 2005. The headteacher provides strong but thoughtful leadership and he is well supported by capable senior managers. They work together well as a team and share an obvious enthusiasm for, and determination to, improve the school further. They have achieved much over the last year: teaching is generally good; behaviour is at least satisfactory; relationships with parents and the wider community are productive; and achievement is rising rapidly.

The senior team has a good grasp of the school's strengths and weaknesses and of what remains to be done. In particular their rigorous analysis of the quality of the

pupils' work and test results and its use in improving the curriculum and teaching has led to marked improvement but also sets out where weaknesses remain. The school improvement plan is robust. The school has good capacity to improve further.

Improvements to the accommodation have been slower to develop but new school buildings are planned for September 2006. In the meantime the headteacher has ensured that the best possible use is made of the existing building and the pupils' movement around the cramped corridors and classrooms is orderly and well supervised. Facilities for information and communication technology have improved and overall resources are adequate in quantity and are of high quality. The shortage of space in the school means that library provision remains inadequate.

Governance is being strengthened through the appointment of two more governors and there are good plans to scrutinise the progress being made by the school through a series of individual visits to the school by governors. The chair of governors is knowledgeable and committed to improving the school further.

### **External support**

Good relationships exist between the school and the local authority and these have been strengthened by frequent contact with the link inspector. The extensive support provided by the literacy and numeracy consultants has helped to sharpen the focus of teaching in the school, particularly in relation to improving the pupils' calculation skills and writing. The school purchases additional support from the local authority childrens' services and the support given by the education welfare officer has helped to improve attendance. The external support provided by the local authority has been good overall.

### **Main Judgements**

The school's overall progress is good.

### **Priorities for further improvement**

- Continue to improve the pupils' writing.
- Improve the accommodation.

I am copying this letter to the Secretary of State, the chair of governors and the Director of Education and Lifelong Learning for Worcestershire.

Yours sincerely,

**Michael Cladingbowl**  
**H M Inspector**