



Fairlop Primary School

Inspection Report

Unique Reference Number 102802
Local Authority Redbridge
Inspection number 286499
Inspection dates 11–12 September 2006
Reporting inspector Nick Butt

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

Type of school	Primary	School address	Colvin Gardens
School category	Community		Hainault
Age range of pupils	3–11		Ilford IG6 2LH
Gender of pupils	Mixed	Telephone number	020 8500 3857
Number on roll (school)	703	Fax number	020 8501 3132
Appropriate authority	The governing body	Chair	Mr Richard Harding
		Headteacher	Gail Brannan
Date of previous school inspection	12 March 2001		

Age group	Inspection dates	Inspection number
3–11	11–12 September 2006	286499

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Introduction

The inspection was carried out by four additional inspectors.

Description of the school

This large three-form entry school serves a mixed residential area. The proportion of pupils from minority ethnic backgrounds is increasing and currently makes up two fifths of the school population. No one group comprises more than five per cent of the roll, as pupils come from 27 different nationalities. One fifth of pupils speak English as an additional language. There are 30 languages spoken, the main one being Tamil. Pupil mobility is high (26%), with pupils joining the school from inner city areas, and families aspiring to move to more rural areas. It is difficult to recruit and retain staff because of incentives in other nearby boroughs. The school has received awards for the quality of its art, the teaching of basic skills and for promoting healthy lifestyles.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. The headteacher and deputy head share a clear vision for the school, and have shown the necessary drive and determination to see it through. There is a highly effective senior leadership team, which places the needs of pupils at the centre of all it does. This has had a beneficial impact on pupils' achievement and the quality of teaching. Standards, which are generally above average, are rising faster than the national trend. This is all the more remarkable in view of the potential barriers to learning presented by the school's changing population and the increasing proportion of pupils who arrive speaking little English.

This is a happy school. Pupils clearly enjoy their education and are confident because they are treated with respect and are fully involved in their own learning. The school's assessment systems are outstanding, and enable teachers to know exactly how well pupils are doing, whilst at the same time showing pupils what they need to do to improve. In particular, the needs of the growing numbers of pupils who speak English as an additional language are well met.

The provision in the Foundation Stage is good and children achieve well. There is an exciting variety of practical activities for them to enjoy. Since the last inspection, the leadership and management of the Foundation Stage have improved dramatically and are now outstanding. The nursery and reception teams work very closely together and have devised manageable systems for assessing and recording children's progress.

Pupils continue to make good progress as they move through the school, because teaching and learning are good. Teachers are often in the early stages of their careers and their expertise is developed very well before they move on. Colleagues share good practice and work closely together. This leads to consistently high expectations. The impressive curriculum is skilfully planned to link subjects together so as to make learning relevant and fun. Standards in writing are broadly average at the end of Year 6, and not as high as standards in mathematics and science. The school's measures to improve the performance of higher attaining pupils in writing were successful last year.

Behaviour is excellent. Pupils show high levels of respect for one another. They feel safe and value the support of staff. One child said, 'This school is an especially good place to learn because the teaching methods are good.' The personal development of pupils is outstanding. They are very aware of healthy lifestyles and do much to contribute to the school community. They leave the school with a good set of basic skills, and have positive attitudes to learning. The school's motto, 'Working together, achieving forever' reflects its ethos and aspirations very well.

What the school should do to improve further

- Raise standards in writing for all pupils.

Achievement and standards

Grade: 2

Achievement is good. This is because of consistently good teaching and a highly effective curriculum that engages pupils and links subjects together very well. Pupils achieve well across the school because of the strength of monitoring and tracking procedures, which ensure that any weaknesses are identified quickly and dealt with effectively. Most pupils reach the challenging targets set by teachers. Attainment on entry to the school is broadly in line with national expectations, but when pupils leave they attain standards that are above average or better, particularly in mathematics and science. Standards are not so high in English, mainly because of weaknesses in writing. The school has identified groups of pupils who need particular support and is endeavouring to give them the skills and confidence they need. All groups of pupils achieve equally well, including those from different ethnic backgrounds and those with learning difficulties and disabilities.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding because of the school's superb ethos based on respectful and trusting relationships. They are very accepting of each other in an increasingly diverse school population. Pupils throughout the school have an excellent understanding of the need to lead a healthy lifestyle, particularly relating to exercise and food. They feel safe and develop a keen sense of responsibility for others. One pupil remarked, 'It's a nice safe environment around here.' They take a real pride in their jobs such as the 'playground squad' and supervising movement around the school. They also contribute to wider community projects such as recycling. Their high level of basic skills and opportunities to use their initiative mean that they are exceptionally well equipped for their future education.

Quality of provision

Teaching and learning

Grade: 2

Teachers help pupils to learn in lively and active ways. Relationships are good and classroom management is of a high standard. This enhances the pupils' learning. Support staff are deployed very effectively to meet need where it is greatest. Pupils with learning difficulties and disabilities often learn well because of the individual help they are given. Pupils for whom English is an additional language, including those who arrive late in the school year, are also helped to make good progress. In some English lessons, too much time is spent talking about writing rather than doing the writing tasks. In some classes, fewer pupils reach their targets than in others. Teachers are given time to plan with colleagues from the same year groups, and this enhances the quality of their work. Planning is based on thorough assessments of the pupils, who

rightly point out that their work is well-marked. The impact of teaching on achievement is closely monitored by the deputy head. Information and communication technology (ICT) is used effectively in many lessons. A Year 6 mathematics lesson in the ICT suite was a good example of how technology is used to enhance work on numbers, with pupils working at different levels according to their ability.

Curriculum and other activities

Grade: 1

The school's curriculum has improved significantly in recent years, and is excellent. The changes introduced have contributed to the pupils' good progress and their outstanding personal development. Pupils are developing the skills they will need later in their education and in the world beyond school. In particular, the development of ICT across the curriculum and the introduction of excellent resources have enriched their learning experiences. Specialist lessons, such as those in ICT and French, are provided during periods when class teachers are busy planning. Well devised links across subjects increase the efficiency of teaching as well as raising interest in lessons. A Year 4 literacy lesson, for instance, used scientific texts - about rabbits, bone structures and hiccups - as a way of demonstrating factual reports. The curriculum is enriched by visitors to the school, an excellent range of clubs and activities and enterprise projects with a local high school. One pupil said, 'I like the facilities we have at this school - they enable children to take part and achieve more things.'

Care, guidance and support

Grade: 1

Care, guidance and support for pupils are outstanding and contribute very well to pupils' personal development. The school is an oasis of calm and has a warm and friendly atmosphere. It liaises closely with a range of outside agencies to ensure high levels of care and support for all pupils including those most at risk. Health and safety routines and risk assessments are in place. Child protection arrangements are effective and meet all requirements. Pupils express confidence that they have an adult to talk to about any worries. They are given excellent guidance in how to improve their work, both through marking and in meetings with teachers. They know exactly what they need to do to reach the next National Curriculum level and are motivated to achieve. Induction for pupils new to the school is thoughtfully planned and ensures that pupils settle in quickly. The school has made great strides in reaching out to parents to support all pupils. One commented, 'I always feel as if my opinion is important.'

Leadership and management

Grade: 1

The quality of leadership and management is outstanding. The headteacher and other managers are unified in their drive to raise standards for all pupils. There is excellent communication at all levels within the school, and leaders' roles and responsibilities are clear. Monitoring and critical self-evaluation are now second nature, so that the

school's view of its performance is very accurate. This has moved the school on significantly over the last few years against a background of an increasingly diverse school population and high mobility among both staff and pupils. Data is used particularly well to identify areas for development. Training and shrewd recruitment has raised levels of expertise in key areas such as behaviour management and literacy. Extensive induction support is provided for new members of staff. The governing body keeps itself well informed and discharges its responsibilities effectively. The school takes very good account of the views of pupils and parents. In view of its many achievements, the leadership of the school demonstrates an outstanding capacity to bring about further improvements.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

We enjoyed visiting your school and thank you for making us so welcome. It was good to be able to chat with you and to see some of your work. We agree with you that yours is a good school, and there are many things we like about it:

- You all get on so well together and care for one another.
- You take your jobs seriously and encourage one another.
- You are taught well. Your lessons are interesting and fun, and you work hard and achieve well.
- You know what you have to do to improve your work because teachers explain this clearly to you.
- Your teachers are friendly and are there for you when you have a problem.
- Your behaviour is excellent, and you know all about living a healthy lifestyle.
- The headteacher and other leaders do an outstanding job.

There isn't much about your school that could be better, but we noticed that you don't always seem to do as well in English as you do in science and mathematics. We think this is because your writing isn't quite as good as it could be. So we are asking your teachers to think about ways of helping you to become more confident in writing. We are sure they would value your views, as we know they take notice of what you have to say.

Thank you once again for your help. We hope you continue to enjoy the rest of your time at Fairlop Primary School.

Yours sincerely,

Mr. N. Butt,

Lead Inspector.