

# Fairfield Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117923
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	312749
<b>Inspection dates</b>	6–7 March 2008
<b>Reporting inspector</b>	Andrew Saunders

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	259
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Dawn Jones
<b>Headteacher</b>	Mr Mark Gillyon
<b>Date of previous school inspection</b>	1 June 2005
<b>School address</b>	Mendip Avenue Scarcho Grimsby DN33 3AE
<b>Telephone number</b>	01472 879301
<b>Fax number</b>	01472 877346

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	6–7 March 2008
<b>Inspection number</b>	312749

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Fairfield Primary School is slightly larger than average, although numbers have fallen steadily over the past few years. The school is situated on the outskirts of Grimsby and has considerable grounds available. A Children's Centre is currently being built on the site and the school includes a Nursery. There are more boys than girls, particularly in some year groups. The proportion of pupils known to be eligible for free school meals is slightly lower than average. The number of pupils with learning difficulties and/or disabilities is higher than average. Almost all pupils are from a White British background. For a few pupils, English is an additional language. The school has the Healthy Schools award, the ActiveMark, the Roy Castle Good Air Award and the NAPTA Certificate of Inclusive Performance Management.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with good features in the personal development and well-being of pupils and the provision for care, guidance and support. The school is well regarded within the local community and pupils are polite and welcoming. The new headteacher has accurately identified the issues the school faces.

Achievement is satisfactory and standards are broadly average overall. Pupils start at the school with capabilities similar to other pupils their age. They make good progress in the Foundation stage to reach or exceed the learning goals set for them. Progress is satisfactory across Key Stages 1 and 2 so that by the end of their time at the school, pupils reach standards which are broadly average. However, some pupils, particularly those of above average ability, do not achieve as well as they could. The school is working towards raising standards and this has been particularly effective in mathematics. While strategies have been introduced to raise standards in English, especially in writing, it is too early to judge the full impact of these.

The good provision for care, guidance and support of pupils means that the personal development and well-being of the pupils are good. Pupils feel safe and well cared for. They enjoy their learning and the vast majority are happy to come to school. Pupils are caring and enjoy taking on responsibilities. They develop a good knowledge and understanding of how to live healthily and keep safe. Parents feel that the school takes good care of their children. A few parents feel that the school could listen to their views more, although others felt that the staff are helpful and friendly.

Teaching is satisfactory overall with some that is good. Occasionally, the pace of lessons slows and some pupils become restless. Information about progress is being used to set pupil targets although these are not always specific enough to help pupils know how to move forward effectively. The curriculum is satisfactory and covers all statutory requirements, although the more able pupils are not always provided with work that is sufficiently challenging. Good sports provision and some educational visits enrich the curriculum.

Leadership and management are satisfactory overall. The clear vision and leadership provided by the headteacher means that, following some recent changes, the role of other leaders and managers is developing and there is a clear focus on raising standards. The school has good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

Overall, the effectiveness of the Foundation Stage is good. Children enjoy working and playing in the Nursery and the Reception class and thrive within the well planned routines. Careful assessment demonstrates that on entry children's attainment is close to that expected for children of the same age. Children's personal and social development, their listening skills and their knowledge and understanding of the world are seen as priorities. Across the curriculum children achieve well and practical assessment, supported by detailed records, show that they make good progress. Leadership and management of the learning experiences and the curriculum are good. Opportunities to play and work are managed very well and each area is geared to preparing children for the next step in their learning. There are many opportunities for practical learning including role-play. All initiatives are implemented well through good teaching and well organised support. The adults involved have a good understanding of all of the needs of

these young children. Strong teaching matched to individual needs enables most children to attain, and for a few, exceed the levels expected for their age by the end of the Reception class.

### **What the school should do to improve further**

- Raise standards across the school, especially in writing.
- Provide more challenging work for the most able pupils.
- Ensure that pupils know what they need to do to reach the next level of their learning.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but with areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. When they start at the school, pupils have similar skills and capabilities to other pupils of the same age. By the end of Year 2, they have made satisfactory progress to reach standards which are broadly average. This progress continues so that standards at the end of Year 6 are usually average. In 2006, national test results were below average in mathematics and science. The school put in place effective strategies to tackle this and results in the most recent national tests show that standards are rising, particularly in mathematics. Strategies to improve writing are too recent for there to be evidence of their impact on raising standards as yet. Progress in lessons is at least satisfactory and, where teaching provides suitable challenge, can be good. When this challenge is not in place the more able pupils do not make as much progress as they should. Pupils who find learning more difficult make similar progress to their peers. Pupils for whom English is an additional language are well supported and make good progress.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils really enjoy coming to school and attendance is above average. Pupils have good attitudes to learning. They value the many activities on offer and engage in them enthusiastically. Initiatives such as the introduction of French across the school and the Young Enterprise project have increased pupils' confidence. Pupils are sensible, confident learners who are eager to learn. They relish using the new play equipment in the school grounds and during clubs at lunchtime. Pupils feel safe in the school and report that bullying is not an issue, although a minority of pupils sometimes misbehave. Excellent relationships promote mutual trust between pupils and adults. Members of the school council have good experiences of accepting responsibility and decision-making within the school. For example, they came up with a very sensible way of celebrating which house is leading the points competition. Pupils instinctively look after one another, for instance when welcoming newcomers and acting as buddies to younger children at playtime. They have a shared understanding about how to keep safe and lead healthy lives. Pupils are proud of their links with children in the group of 'Village Schools'. They are committed to taking care of the environment and appreciate how much the local community values them and their school. Transition arrangements to the secondary school are strong and pupils are well prepared for the next phase of their education. Work to develop

pupils' understanding of finance in the world of banking and commerce is exceptionally good and makes a positive contribution to their economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. There are examples of good practice across the school in terms of planning and organising work matched to pupils' prior learning. The school understands where there still needs to be a sharper focus. For example, some lessons lose pace when introductions are too long. Pupils then show a tendency to be restless and learning slows. As a result, pupils do not achieve as much as they could. Work in books shows that some teachers use marking well as a diagnostic tool, pointing out ways of moving to the next level. In other cases, although mistakes are noted there is little advice as to what to do to bring about improvement. Pupils' work is always completed to an acceptable standard but sometimes pupils are not encouraged to think beyond the task or challenge themselves. Teaching assistants support groups effectively although the challenge for the higher attaining pupils is not planned as effectively as that for pupils with learning difficulties and/or disabilities. The school is using new target setting strategies to set specific learning goals for groups of pupils so as to enable them to manage their own learning better. This new initiative is not yet sufficiently focused to show that it is effective in raising standards.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and statutory requirements are met. Some subject coordinators are new to the role and have yet to make their mark on the way the curriculum is planned. The curriculum provides satisfactorily for the needs of pupils except for the more able who are not always sufficiently challenging. Provision for literacy and numeracy skills is satisfactory. Information and communication technology (ICT) skills are good and being used to support work in other subjects. Reading is given a high profile and is particularly strong. Pupils are provided with opportunities to take on responsibility, including through the school council, sports prefects and running the house points system. Enrichment, such as the practical use of French and some school visits and visitors, helps to diversify learning and interest pupils. A particularly good example is the 'Primary Colours' programme which gives pupils a good understanding of living in a multi-cultural society. There is good provision for physical education. Clubs at lunchtime and after school, supported by very good resources, encourage the pupils to participate and to have a positive attitude to staying healthy.

### **Care, guidance and support**

#### **Grade: 2**

The care, guidance and support of pupils are good. Staff know the pupils well and provide a caring environment in which pupils can develop socially and academically. Arrangements for ensuring the safeguarding of pupils and overseeing their health and safety are in place. Child protection training is up to date and first aid arrangements are good. Arrangements for promoting good attendance are very successful. An outside body undertakes risk assessments on the school's behalf and these are thorough and rigorous. Pupils themselves are convinced that the school does all it can to ensure their health and safety. The school works closely with

parents and other agencies in supporting the needs of pupils who find learning difficult. The school has worked hard to ensure that the progress pupils make is assessed accurately. Data is set out in an easily accessible format and is used well to inform planning. It is also used to set targets but these are not yet sufficiently focused nor worded in ways that enable pupils to fully understand and respond to them.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Since his appointment two years ago, the headteacher has been rigorous in identifying and tackling the most appropriate issues to help pupils reach higher standards. He has put in place actions to ensure that important issues, such as the fall in results in national tests for mathematics in 2006, are effectively addressed. Following the analysis of data, the school has also taken on board strategies to raise standards in writing, but it is too early to be certain of the impact of these. There have been some recent changes to the senior management structure and some of the middle management, and these are beginning to be effective in bringing about improvements. Leaders are developing their skills towards playing a greater role in monitoring and improving teaching and learning. Governance is satisfactory. Governors fulfil their statutory requirements and they help to ensure finances are well managed. Governors appreciate being well informed by the headteacher and they are starting to provide more challenge alongside their loyal support, with a clear intention of raising standards further. Along with the strong leadership of the headteacher, this gives the school good capacity to improve further. The school provides satisfactory value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

10 March 2008

Dear Pupils

Inspection of Fairfield Primary School, North East Lincolnshire, DN33 3AE

Thank you for the warm welcome you gave us when we visited your school. We enjoyed chatting to so many of you, and having a quick go at table tennis with a few of you. What fantastic resources you have for your clubs!

Your school provides you with a satisfactory standard of education. Staff look after you well and help you to grow into confident young people. You told us that you feel safe at school and you know a lot about how to stay healthy. Many of you enjoy taking care of one another, particularly looking after the younger pupils and helping them with their reading. Many of you have worked hard in mathematics and have shown what great results you can get in your tests.

Your teachers are helping most of you to make the progress you should, although some of you could do even better and reach higher standards, particularly in your writing. We have asked the school to make sure that the work you do is challenging, so you will have to stretch yourselves a bit more. We also think that the guidance you get on your targets needs to show you more clearly how you can improve. You can also help by learning to work more independently, rather than relying on your teachers to tell you what to do.

Most of all you should continue to enjoy learning, as you said you do, and keep working together to help make your school the best it can be.

Best wishes

Andrew Saunders

Lead inspector