

# Fairlop Primary School

## Inspection report

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<b>Unique Reference Number</b>	102802
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	335972
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	Margaret Coussins

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

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<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 of pupils on the school roll</b>	712
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Harding
<b>Headteacher</b>	Gail Brannan
<b>Date of previous school inspection</b>	1 October 2009
<b>School address</b>	Colvin Gardens Hainault Essex IG6 2LH
<b>Telephone number</b>	020 85003857
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<b>Email address</b>	admin.fairlop@redbridge.gov.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 27 lessons and held meetings with governors, staff with management responsibilities and pupils. They observed the school's work, and looked at a range of the school's documents including its self-evaluation form, the school development plan, records of pupils' progress and safeguarding procedures. Questionnaires from 66 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's efforts to improve the attainment of girls in mathematics and of boys in literacy
- how well the curriculum meets the needs of the changing school population
- How well teachers use assessment information to ensure that work is well matched to pupils' abilities
- how well the school is doing in improving attendance.

## Information about the school

Fairlop is a very large primary school. The proportion of pupils from minority ethnic groups is much higher than average, as is the proportion who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. Their needs relate mainly to speech, language and communication and moderate learning difficulties. The school has gained a range of awards for its work including an Activemark and an Artsmark Gold award. The school makes provision for the Early Years Foundation Stage in one Nursery class, which children attend on a part-time basis and in three Reception classes. There is a breakfast club at the school, which is managed by a private provider. It was not part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Fairlop Primary is a good school. Pupils enjoy coming to school because it is a happy, harmonious community in which all pupils are valued. They enjoy their learning because they are taught well and given outstanding care, guidance and support, which helps them become increasingly confident and well-rounded individuals. They have an excellent awareness of how to stay healthy and safe and their spiritual, moral, social and cultural development is outstanding. There is a strong sense of community within the school and pupils are justifiably proud of the outstanding contribution they make to the smooth running of the school and their work for the local community it serves. Of particular note are the work of the school council, the team of eco warriors and the role the older pupils have in making the playground an active, exciting and safe place to be. Children start at school in the Nursery or Reception classes with skills and knowledge that vary from year to year but are broadly as expected for their ages except for their communication, language and literacy and calculation skills, which are below expectations. This is mainly because of the increase in the proportion of children who speak English as an additional language, which is over double that at the time of the last inspection. Pupils achieve well and by the time they leave in Year 6, attainment is average in English, mathematics and science. The science curriculum affords pupils many opportunities for practical, problem-solving and investigative activities and they learn well in this way. As one pupil said, 'I think I understand it better when I do it rather than when I'm told it.' There are not always sufficient, similar opportunities in mathematics lessons and as a result progress is not as rapid as it is in science.

As a consequence of staffing difficulties in 2008, the quality of pupils' learning and progress was affected. Leaders quickly and accurately identified weaknesses that resulted in a dip in the 2008 test results and put in place successful strategies to remedy them. For example, extra support was provided for girls in mathematics and exciting reading and writing work introduced to motivate boys. This had a positive impact and the results in 2009 improved. These successful strategies continue and during the inspection, girls and boys were doing equally well in all subjects. The ongoing focus on improving writing skills has correctly been identified by senior leaders as a priority for the whole school in order to raise attainment in English. Pupils learning English as an additional language and those with special educational needs and/or disabilities make similar progress to others because their needs are identified early and well-targeted support is put in place. This reflects the school's determined approach to providing equal opportunities for all of its pupils.

The headteacher provides good leadership and is supported by a united team of enthusiastic staff who share a determination to drive the school forward and raise

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attainment further. A clear strength of the leadership is that it identifies any weaknesses and takes rapid and effective action to improve. For example, as the Year 2 results were lower than expected, additional support has been put into Year 3, which is helping to accelerate progress so that pupils catch up. The relatively recently formed team of middle managers have made a good start on their contribution to school improvement. Their work in tracking pupils' progress year on year is beginning to ensure that pupils make more even progress across year groups but it is too soon to see the full impact of their work on attainment. Despite the considerable challenges for the school with its significantly changing population and staffing difficulties, the school continues to provide the good quality of education reported at the last inspection. The shared drive for further development based on accurate monitoring and evaluation and the strategic reorganisation of staffing which has led to steady improvements, demonstrates that the school has a good capacity to improve.

**What does the school need to do to improve further?**

- Ensure that the analysis of pupils' progress made by middle managers is used to provide sufficient challenge for individuals year on year and raise attainment.
- Provide more opportunities for practical, problem-solving and investigative work so that pupils can further improve their achievement in mathematics and progress as well as they do in science.

**Outcomes for individuals and groups of pupils****2**

In the large majority of lessons seen, pupils made good progress because lively teaching engaged their interest and motivated them. For example, pupils in Year 2 were totally absorbed in their literacy work when teachers set up their classrooms as if the wolf from Little Red Riding Hood had paid a visit. Using the clues set up, pupils had an enjoyable and purposeful reason for writing to describe their unseen visitor and they made good progress in using descriptive language. Pupils do well in science because they enjoy the opportunities to do practical work and find things out for themselves, such as they did in a Year 4 lesson on forces.

Pupils' current rates of progress show that improvement seen over the past year is being sustained and good progress is being made. Overall, pupils achieve well and they enjoy their learning. They especially enjoy the arts and design and technology which have a high profile in the school and have been recognised with an Artsmark Gold award. There are many examples of the good quality of their work displayed around the school, for example the splendid puppets of Shakespeare's characters.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The school motto 'working together, learning forever' is indicative of the great store it sets on developing pupils' personal as well as academic skills. The inclusive, caring ethos of the school promotes respect and understanding. The curriculum makes an excellent contribution to pupils' personal, social and emotional development and parents agree with their children that the school looks after its pupils extremely well. Teachers' skills in managing behaviour and the school's support systems ensure that pupils who have particularly challenging behaviour do not disrupt learning. Good opportunities are provided for pupils to expand their business awareness through fundraising initiatives for a variety of charities.

Relationships are positive and teachers manage their classes well. They make learning enjoyable because the curriculum is planned well to make learning meaningful and relevant to pupils. Extra-curricular activities and enrichment opportunities are a real strength. However, the practical elements of the curriculum, which produce strengths in pupils' progress and attainment in science, are not as well planned for in mathematics. Teachers use day-to-day assessment well to plan work that meets the wide range of their pupils' needs. There is an effective emphasis on literacy, numeracy and information and communication technology, as demonstrated in pupils' good achievement in these areas. Teachers mark pupils' work consistently well so that they know what they need to do to improve. This is more effective in English, where pupils have a good knowledge of the targets for their learning, than it is in mathematics. Teachers are skilled in good questioning that deepens pupils' understanding and moves their learning on at a good pace. Teachers work in close and effective partnership with teaching assistants who

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make a valuable contribution to pupils' learning and provide good support, especially to pupils with particular learning needs and those learning English.

The care of pupils is given high priority and as a result pupils readily seek help when they need it and know they will get a quick response from adults. Vulnerable pupils, including those who have special educational needs and/or disabilities, are very well provided for which helps them achieve as well as their peers. The school works very hard to encourage pupils to come to school regularly. Partnership with other agencies is embedded within the work of the school and makes a very positive contribution to pupils' well-being and provides well-targeted support for pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

An ambitious direction has been set, based on accurate evaluation of the school's strengths and areas for development and a clear allocation of responsibilities for senior leaders and managers. They have worked successfully to address the downturn in attainment seen in 2008 and are very clear about how further improvements can be made. This is evident in the restructuring of staffing to ensure that all teachers benefit from the skills and expertise of more experienced colleagues. Governors provide good support to the school. They have a clear understanding of its strengths and weaknesses and challenge leaders, particularly in the area of providing good value for money. They hold the school to account well for its performance.

The school promotes equal opportunities and tackles discrimination very effectively. It ensures that all pupils have every chance to take part in all of its activities and as a result all groups of pupils achieve well. The school also makes a good contribution to community cohesion. The school's work with its local community is outstanding and it has made a transformation in relationships with the community over a short period of time, embracing its diversity. The global dimension is a developing area. Safeguarding arrangements are outstanding and the school ensures that pupils have an excellent understanding of how to keep themselves safe.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle quickly into their learning because they are well taught and staff show a high level of care in a safe, secure environment. They mix well, learn to share and enjoy playing together. There is excellent provision for activities where they can make their own choices. This enables them to develop their confidence and independence extremely well. Resources are good and provide excitement and stimulation for children in their learning. The recently developed outdoor area, for example, including the pirate ship, is a source of much delight for children and has a very positive impact on their learning, helping them to make good progress. On occasion, however, adults miss opportunities to extend children's language and number skills through their play. As a result of excellent leadership, teaching is consistently good and children make good progress. Staff work very well as a team. Outstanding assessment arrangements are used very well to check on children's learning and identify the next steps. These also ensure that vulnerable children are quickly identified and good interventions are established. Children achieve well so that by the time they enter Year 1, they are close to the expected levels in language and numeracy skills and are working securely at expected levels in other areas of their learning, particularly their personal, social and emotional development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1



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## **Views of parents and carers**

A very small minority of parents and carers responded to the Ofsted questionnaire with their views about the school. Almost all of these agreed that their children enjoyed school and that they are happy with their child's experience. This reflects the findings of the inspection as inspectors judged the school's engagement with parents and carers to be good. A few had concerns about how effectively the school deals with unacceptable behaviour, but the inspectors found that the school manages any inappropriate behaviour well. One parent wrote, 'The school is always welcoming to parents and seems to appreciate anything you can do to help. They try to involve parents as much as possible and it is a family orientated school.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairlop Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 712 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	67	20	30	1	2	0	0
The school keeps my child safe	40	61	25	38	1	2	0	0
The school informs me about my child's progress	34	52	29	44	2	3	1	2
My child is making enough progress at this school	36	55	24	36	4	6	0	0
The teaching is good at this school	39	59	25	38	1	2	0	0
The school helps me to support my child's learning	34	52	30	45	0	0	0	0
The school helps my child to have a healthy lifestyle	35	53	29	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	55	22	33	1	2	0	0
The school meets my child's particular needs	36	55	22	33	4	6	0	0
The school deals effectively with unacceptable behaviour	27	41	29	44	4	6	1	2
The school takes account of my suggestions and concerns	31	47	27	41	2	3	0	0
The school is led and managed effectively	38	58	25	39	2	3	0	0
Overall, I am happy with my child's experience at this school	38	58	26	39	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 November 2009

Dear Pupils

Inspection of Fairlop Primary School, Ilford, IG6 2LH

You may remember that I visited your school recently with three other inspectors. I am writing to thank you for being so friendly and telling us what you thought about your school. You are right to enjoy coming to Fairlop Primary because it is a good school.

We agree with you and your parents that your school is a very caring and extremely safe place to be and this helps you to make good progress. Your school is always improving because the headteacher and all the adults work very hard to make it better for you. You do as well as children in other schools in your English and mathematics and a bit better in your science work. Your school has been very successful in helping you develop some outstanding qualities. You have an excellent awareness of how to stay healthy and safe and you make an excellent contribution to the school and the community through all the things that you do. Well done for getting on so well together. We were very impressed with the way those of you in Year 6 help to make everyone's time in the playground active and fun and were also impressed with your wonderful artwork displayed around the school.

There are two things that we want the school to do to get even better.

- Make sure that the teachers who are responsible for checking your progress help each of you do as well as you can in every year group so you do even better in your English, mathematics and science work by the time you leave.
- Provide you with more opportunities for practical, problem-solving and investigative work in mathematics to help you learn as well in mathematics as you do in science.

The headteacher and staff are determined that you can do even better and you can help them by always working hard, doing your best and coming to school every day.

Yours sincerely

Margaret Coussins

Lead Inspector

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