

# Fairfield Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	106207
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	336634
<b>Inspection dates</b>	4–5 May 2010
<b>Reporting inspector</b>	Shirley Herring

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>	277
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Shelley Roche
<b>Headteacher</b>	Mrs Catherine Dobson
<b>Date of previous school inspection</b>	17 May 2007
<b>School address</b>	Fairfield Road Droylsden Manchester M43 6AF
<b>Telephone number</b>	0161 3703625
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<b>Email address</b>	head@fairfieldroad.tameside.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons, saw 12 teachers teach and held meetings with staff, groups of pupils and governors. They observed the school's work, and looked at the school development plan, minutes of governors' meetings', safeguarding documentation, records of pupils' progress and samples of pupils' work. The inspectors scrutinised 101 questionnaires completed by parents as well as questionnaires completed by staff and pupils.

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

- the achievement in Key Stage 1 of boys, the more able pupils and those pupils who speak English as an additional language, the progress of boys in the Early Years Foundation Stage
- the rate of pupils' attendance.

## Information about the school

This is a larger than average primary school. The number on roll has fallen since the last inspection although is now on the rise. The large majority of pupils are White British: approximately 20% of pupils are from other ethnic groups. The proportion of pupils known to be eligible for free school meals is above average. The number of pupils with special educational needs and/or disabilities is slightly below average. The proportion of pupils at an early stage of learning English as an additional language is broadly average. Children attend the Nursery part time which is housed in the Early Years Foundation Stage Unit alongside Reception children who attend full time. There is a Sure Start Children's Centre on site which is subject to a separate 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

This is a good school in which pupils enjoy their learning and achieve well.

There has been significant improvement in the school's results in the national tests at Key Stage 2 over the last three years, from standards that were below average in 2007 to above average standards in 2009. This is because the headteacher and other senior leaders have taken effective actions to improve teaching, the use of assessment and the systems for tracking pupils' progress. The upward trend continues and standards for the present Year 6 are at least average. Improvements have been a little slower in Key Stage 1, but action has been taken to arrest a declining trend, particularly in the achievement of boys, the more able and pupils at an early stage of learning English as an additional language. The school's good assessments and records, and the work in the pupils' books indicate that all groups make good progress in Key Stage 1. The school has excellent partnerships with others, for example, it takes a leading role in organising joint training with local schools. Strong links with other professionals enhance the support for the most vulnerable pupils.

The overall effectiveness of the Early Years Foundation Stage is satisfactory. Children make satisfactory progress from a mostly below average starting point, although girls achieve better than boys. Learning is most effective in activities led by an adult; even so, on occasions children are expected to remain seated too long and then lose concentration. Learning is less effective in activities that children choose for themselves. This is because some activities lack a clear focus on what children need to learn. When children are learning through play adults are sometimes uncertain as to when to intervene to enhance their learning. Children in the Early Years Foundation Stage with special educational needs and/or disabilities are well supported individually and in small groups and they make satisfactory progress.

Despite the many efforts of the school, attendance is low. The appointment of a Parent Support Advisor to work with families is beginning to bring improvement but it is too soon to judge the overall impact over time.

The school's evaluation of its work is accurate and is used well to plan the way forward. This has resulted in good improvements in assessment, marking and attainment since the last inspection, indicating a good capacity to improve further.

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

- By 2011, raise children's attainment closer to levels expected for their ages on exit from the Reception Year by:

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- ensuring that activities children choose for themselves have a clear objective and focus on learning
  - extending the range of purposeful, practical activities to engage the interest of children, particularly boys
  - encouraging adults to make appropriate interventions to improve the quality of children's learning through play and discussion.
- By 2011, implement successful ways to improve attendance.

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

Pupils enjoy lessons and achieve well. Progress is most rapid when they are actively involved in their learning. For example, when practising multiplication tables through a challenging game with a partner, one boy in Year 5 said, 'I love this game and I'm getting quicker!' Learning is less effective on the few occasions when the teacher talks for an extended period and pupils lose concentration. Overall, pupils behave well and this makes a good contribution to their learning.

Pupils make good progress from their starting points in Year 1 and attain standards that are broadly average by the time they leave Year 6. Achievement is good because assessment is used well to track the progress of individuals. Any signs of underachievement is identified and remedied quickly. Pupils with special educational needs and/or disabilities achieve well because their needs are identified at an early stage and they receive good support in class, in small groups and sometimes individually. Pupils at an early stage of learning English as an additional language are well supported so that they are fully included in lessons and make good progress.

Pupils say they feel safe because adults listen to them and deal quickly with any concerns. The very rare incidents of bullying are dealt with swiftly. Pupils know well how to keep healthy and what constitutes a balanced meal. They enjoy the good range of physical activities on offer and are well aware of the health dangers in habits such as smoking. Pupils make a good contribution to the school community through many responsibilities. For example, the school council made a significant contribution to the current policy on behaviour. Pupils enjoy their contributions to the wider community through involvement in activities such as the Waterways Project and events such as a Charity Football Match to raise funds for Haiti. Pupils acquire satisfactory basic skills which prepare them for the next stage of learning. It is no better because despite the school's efforts, attendance over time is low. Pupils show a keen interest in the world around them, including their own heritage and the cultures and beliefs of others. They are clear about the consequences of their own actions and are beginning to take the initiative in resolving potential disagreements.

*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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is good overall and some examples of outstanding teaching were observed in Key Stage 2. Most lessons are interesting and move at a good pace. As a result pupils are engaged and keen to participate. There are good opportunities for pupils to discuss in pairs to help them to formulate ideas and solve problems. Teachers use questioning effectively to challenge pupils to think and to involve pupils who are less confident. Marking of pupils' work is much improved and is used effectively to help pupils take the next step. In one lesson the teacher referred back to previous work on writing instructions to remind pupils of their individual targets and this provided a good basis for extending their knowledge. In a very few lessons there are lengthy periods of teacher instruction which does not fully engage pupils' interest. Teachers make good use of information from assessments to plan work to challenge and support different groups. This has been particularly effective in improving the achievement of the more able pupils.

The school provides a broad range of experiences, including visits and visitors to school, creative weeks and 'Fun Fridays', which contribute well to pupils' learning. The curriculum is adapted well to suit the needs of different groups through a range of initiatives to help groups of pupils. The more able pupils are appropriately challenged and benefit from the setting arrangements in Years 5 and 6. The school is developing opportunities to enrich the provision for pupils with special gifts and talents. There is a good emphasis on developing basic literacy, numeracy and information and communication technology skills. These are being used well in other subjects as the school develops a more creative curriculum. Pupils enjoy a good range of activities after

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school to enhance learning.

Pupils say that the school helps them to settle well into a new class and that they are very well supported if they have a problem. Almost a quarter of pupils now in Year 6 joined the school in the last two years. They have received very good support to settle quickly and are making good progress. Pupils with special educational needs and/or disabilities are identified at an early stage and receive well targeted support to help them achieve well. The school has strong links with other professionals to provide specialist support when needed, for example, to pupils learning English as an additional language. There is strong pastoral support through good relationships and a well structured programme for personal, social and health education so pupils' behaviour and attitude to work are good. The school provides a range of support including a recently appointed Parent Support Advisor to work, in particular, with families whose children are regularly absent. This is beginning to have a positive effect although it is too soon to judge the overall impact. The school makes considerable efforts to help those pupils who are regularly absent to catch up.

*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>2</b>

**How effective are leadership and management?**

The school's evaluation of its work is accurate and the information has been used effectively to raise achievement. Staff share the enthusiasm and ambition of the headteacher and feel fully involved in the drive to raise standards. Improvements in teaching and in the use of assessment led to significantly raised standards in Key Stage 2 in 2009 and improvements are now evident in the current Year 2. The curriculum managers for literacy, numeracy and science have led and supported staff well through the introduction of new strategies such as 'Talk for Writing,' and the development of investigations and problem solving, all of which are having a positive impact on standards.

Governors are a welcome presence in school. They are fully informed and provide good challenge and support for the headteacher. The school's commitment to equal opportunities has led to good improvements in pupils' progress in Key Stage 1, and in the achievement of boys, the more able and those pupils who speak English as an additional language, which had been identified as areas for development. Improvements in teaching and the use of assessment have ensured that all pupils in Key Stages 1 and 2 are achieving well. The school is actively seeking ways to raise the achievement of

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boys in the Early Years Foundation Stage. The required systems and checks are in place to safeguard pupils. They are up to date and meet government requirements. All staff are appropriately trained. The school site is checked scrupulously each day to ensure it is safe for the pupils.

The vast majority of parents say they feel well informed about school and that their views are listened to. They are welcomed into school for coffee mornings and for drop in sessions with the Parent Support Advisor. The school is highly committed to working in partnership with others and takes a leading role in significant activities with other schools in the area. For example, links with local authority agencies have helped asylum seekers and other pupils at an early stage of learning English as an additional language to make really good progress. Strong partnerships with other professionals have improved the achievement of the most vulnerable pupils. Involvement in the Manchester Challenge initiative has helped to raise the aspirations of parents and pupils to aim high in terms of university education in the future.

The school promotes harmonious relationships between different groups in school and does not tolerate any form of harassment. It has good links with different places of worship in the community. There is good cooperation with the Sure Start Centre on site. They and other local groups use the school for different events. The school has links with schools in France and Spain which help develop pupils' understanding of countries different from their own.

*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>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>1</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>2</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**



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Children enter the Nursery with a range of skills that overall are below, and sometimes well below, what is typical for their age, particularly in language and social skills. They make satisfactory progress during their time in the Early Years Foundation Stage, but nevertheless attainment is overall below what could be expected for their age by the time they enter Year 1. Achievement is better in personal development because of the high priority placed on this area of learning and behaviour is satisfactory. Generally the achievement of girls is better than for boys. Learning is more effective in group activities led by an adult, for example, when children learn letter sounds. However, sometimes children are expected to sit too long and so become restless and lose concentration, particularly some boys.

Teachers plan an appropriate range of activities throughout the day in all areas of learning. However, activities that children choose for themselves do not always have a clear purpose and so learning is less effective. When children are learning through play, staff are sometimes not clear about when to become involved to enhance and extend the development of skills. There are satisfactory systems for assessing children's progress. Children are learning to understand about a healthy diet as they are encouraged to try foods such as tomatoes from the vine.

Leadership and management are satisfactory. The school has identified the need to improve the achievement of boys although it is at a very early stage of addressing the differences. There are good procedures for introducing children to school so they settle quickly. Parents are welcomed into the Early Years Foundation Stage. Regular open days and workshops for parents help parents and carers to engage in their children's learning. All the recommended procedures for safeguarding children are in place and reflect the good priority given to these aspects in the main school.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

A minority of parents and carers returned completed questionnaires. The vast majority of these believe that their children enjoy school and make good progress and inspectors agree with this view. Some parents and carers express concern about how the school deals with unacceptable behaviour. Through their observations inspectors judge that behaviour is good and managed well.

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

Ofsted invited all the registered parents and carers of pupils registered at Fairfield Road 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 277 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	64	34	34	2	2	0	0
The school keeps my child safe	65	64	36	36	0	0	0	0
The school informs me about my child's progress	53	52	43	43	5	5	0	0
My child is making enough progress at this school	48	48	51	50	1	1	0	0
The teaching is good at this school	60	59	38	38	1	1	1	1
The school helps me to support my child's learning	53	52	43	43	5	5	0	0
The school helps my child to have a healthy lifestyle	51	50	46	46	3	3	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)	45	45	49	49	1	1	2	2
The school meets my child's particular needs	45	45	55	54	0	0	1	1
The school deals effectively with unacceptable behaviour	39	39	52	51	5	5	3	3
The school takes account of my suggestions and concerns	43	43	50	50	3	3	2	2
The school is led and managed effectively	51	50	45	45	4	4	0	0
Overall, I am happy with my child's experience at this school	62	61	37	37	2	2	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



7 May 2010

Dear Pupils

Inspection of Fairfield Road Primary School, Manchester, M43 6AF

Thank you for making the inspectors so welcome when we visited your school. We agree with you and your parents that Fairfield Road is a good school which takes good care of you all. You play your part by working hard and behaving well. A small number of pupils find it difficult to come to school every day and this can adversely affect how well they learn.

You are taught well and so you make good progress. You achieve standards that are at least average by the time you leave Year 6. There is always someone on hand to give extra help to those who need it to help them to do well. You clearly enjoy school and the interesting activities in class, at lunchtime and after school.

The young children in the Early Years Foundation Stage make satisfactory progress.

When we inspect a school it is part of our job to find ways in which even a good school could be better. The inspectors have asked the adults in your school to:

- plan ways to improve children's learning and enjoyment in the Early Years Foundation Stage
- devise further ways to improve attendance.

Your families can help by ensuring you attend school every day so that you do not miss out on learning new things and applying what you already know. It was a pleasure to join you in lessons and we hope you continue to enjoy learning so much.

Yours sincerely

Mrs Shirley Herring

Lead inspector

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