

# Fairfields Primary School

## Inspection report

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<b>Unique Reference Number</b>	116232
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338767
<b>Inspection dates</b>	12–13 May 2010
<b>Reporting inspector</b>	Joy Considine

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jo Greenfield
<b>Headteacher</b>	Phyl Shaw
<b>Date of previous school inspection</b>	13 May 2010
<b>School address</b>	Council Road Basingstoke RG21 3DH
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## Introduction

This inspection was carried out by four additional inspectors. Sixteen lessons taught by 14 teachers were observed. Meetings were held with staff, pupils and governors. Inspectors observed the school's work, and looked at school records of pupils' progress, various policies and reports about the school, school improvement plans, pupils' work, minutes from governors' meetings and other documentation related to the inspection. They also analysed 95 questionnaires completed by parents and carers.

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

- the quality of teaching and how well teachers use assessment information to plan their lessons
- the way in which pupils can apply their skills of literacy, numeracy and information and communication technology (ICT) to other subjects of the curriculum
- how well leaders and managers are closing the gap in attainment between English and mathematics
- the quality of the school's arrangements for safeguarding pupils.

## Information about the school

The school is much larger than most primary schools, with a higher-than-usual number of pupils of minority ethnic heritage. The proportion at an early stage of learning English is also above average. A high number of pupils join and leave the school during the year. The school has suffered from a high turnover of staff in recent years. The proportion of pupils who have free school meals is below average. There are a lower-than-average number of pupils who have special educational needs and/or learning disabilities. These pupils mainly have speech and language and communication difficulties and there are a small number of pupils who are on the autistic spectrum. There is provision at the beginning of the school day for pupils to have breakfast and the school provides after-school care for pupils in Freddie's Club. The school has achieved several awards, including Enhanced Healthy School, Artsmark (gold) and Level 2 Rights Respecting School Award from UNICEF.

**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?**

**3**

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

**3**

## Main findings

Overall the school provides a satisfactory quality of education for pupils, with some considerable strengths in its provision to meet the personal and social needs of pupils. One parent wrote, "I am proud that my son attends a school that offers such a multicultural experience and is so welcoming." The school is proud of its inclusive ethos in which every child really does matter.

All pupils feel valued, trusted and respected. They are mature and thoughtful and this is reflected in their spiritual, moral, social and cultural development, which is outstanding. They relish the wide range of opportunities they have to contribute to the school and the wider community. For example, they act as librarians, they contribute to school improvement planning and they organise fund-raising activities to sponsor the education of children in Africa. Their contribution to the community is outstanding. They are proud of growing their own vegetables in the school's allotment. This has made a significant impact on their adoption of healthy lifestyles, which is outstanding and is acknowledged by the award of enhanced Healthy School status.

Attainment in English is above average and reflects the good progress made by pupils in this subject. Attainment in mathematics is satisfactory and the school has struggled to close the gap between the two subjects. Scrutiny of pupils' books showed that in some classes teachers do not have a good enough understanding of the mathematics curriculum to develop pupils' skills and knowledge. Some teachers are not using assessment information well enough to plan mathematics lessons that are matched well enough to pupils' needs. The school is aware of this and is taking steps to improve progress and attainment in this subject.

The curriculum is rich and stimulating and provides pupils with the opportunity to make good progress in art, music, dance and drama. The award of Gold Artsmark confirms the quality of this work. There is a wide range of enrichment activities such as visits to local places of interest as well as a much-anticipated residential visit for pupils at the beginning of Year 6. The quality of teaching is satisfactory. In some lessons teachers allow pupils to investigate and apply their skills of negotiation and collaboration to solving problems. However, in other lessons teachers do not challenge pupils enough because they do not ask them enough questions which stimulate them and make them work hard.

The school has a good understanding of its strengths and areas for development and has put into place an action plan in full consultation with stakeholders. Subject leaders have created supporting action plans but some targets and actions lack focus and are not specific enough to address areas of weakness. There have been some notable

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improvements since the last inspection and this shows that the school has satisfactory capacity for further improvement.

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

- Improve the quality of teaching, particularly in mathematics, by:
  - ensuring that teachers have a good knowledge of the subject so that they can plan learning activities that build on what pupils know, understand and can already do
  - make better use of assessment information to plan lessons which challenge pupils and accelerate their progress
  - develop their questioning skills so that they can probe pupils' understanding and develop their intellectual skills.
- Improve the skills of middle leaders by:
  - developing the quality of their monitoring so that they provide constructive feedback to teachers to improve their practice
  - improving the quality of subject action plans so that targets and success criteria are more sharply focused.

## Outcomes for individuals and groups of pupils

3

Pupils are happy and they enjoy coming to school. Through their involvement in United Nations Convention Rights on the Right of the Child, they have an excellent understanding of their rights and responsibilities for themselves and towards each other. They say they feel safe in school and that there is very little bullying. Most pupils are confident that should a problem arise, it will be dealt with quickly by adults. At the end of Year 2, attainment in reading, writing and mathematics has improved and is now good. During Key Stage 2, pupils make good progress in English so that their attainment is above average at the end of Year 6. This is because pupils have extensive opportunities to apply their literacy skills in other subjects such as history. Progress in mathematics and science is slower and attainment in these subjects is satisfactory. Pupils who have special educational needs and/or disabilities make satisfactory progress. The school has good procedures for meeting the needs of pupils who are at an early stage of learning English, often using pupils as interpreters, so these pupils make good progress in all subjects. Pupils develop ICT skills well and are able to use technology for a variety of purposes. This, together with their well-developed personal skills, means they are well prepared for their future.

*These are the grades for pupils' outcomes*

<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>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>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?**

A significant proportion of lessons seen during the inspection were good, but a legacy of underachievement in mathematics persists, reflecting the inconsistencies in practice from recent years. In some lessons teachers plan interesting activities that are well matched to the needs and interests of pupils, so that they make good progress. However, the quality of teaching is inconsistent and the school is putting into place actions intended to remedy this. Relationships between adults and pupils are good and teaching assistants provide focused support for pupils who have additional needs. The curriculum is broad and balanced. It is enriched by a good range of educational visits and good provision for the creative curriculum. There is an emphasis on links between subjects, although there are too few opportunities for pupils to practise their mathematical skills across the curriculum. The quality of care and guidance provided for pupils is good. Many parents commented on the way in which staff will go out of their way to support vulnerable pupils and their families. The school makes good use of partnerships to support pupils at all stages so that they can face new challenges, such as transition from primary to secondary school, with confidence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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**The effectiveness of care, guidance and support**

**2**

## How effective are leadership and management?

School leaders, including governors, have a clear vision and have created a strong school ethos based on the principle of the Rights of the Child. This reflects the school's good promotion of equality of opportunity, in which any discrimination is tackled effectively. There has been a relentless focus on the need to raise attainment and an extensive programme of staff training and development, reflecting senior leaders' ambition and drive, and their good leadership of teaching and learning. Many teachers have responded to this and are now well placed to bring about improvements needed. Appropriate school improvement priorities have been planned in full consultation with all stakeholders, including pupils. Governors are reflective. They have a good range of professional skills and they challenge and support the school through a well-thought-out programme of actions. Arrangements for safeguarding pupils are good. The school actively seeks to improve partnerships with parents and outside agencies to support its work and the school is proud of its good work in promoting community cohesion.

*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>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>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>3</b>

## Early Years Foundation Stage

Children start school with skills that are broadly as expected for their age in all aspects of their development. They make good progress because staff are skilled at using assessment information to plan learning activities that are well matched to children's needs. There is an appropriate balance of activities that are led by staff and those which

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children select for themselves. Leaders have plans in place to extend the outdoor provision to create an outside learning environment. Great attention is paid to ensuring that children's personal and emotional needs are met and this means that children are developing confidence and resilience and enthusiastically take part in the activities provided. Children get on well together and are able to take turns and to share. Leadership of the Early Years Foundation Stage is good. Leaders have a good understanding of strengths of provision and have identified appropriate actions for improvement. All arrangements for ensuring that children are well cared for are in place.

*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	2

**Views of parents and carers**

Parents are overwhelmingly positive about the school. They praise school leaders and express their appreciation of the staff, who work hard to ensure that pupils have a positive experience at school. A very few comment that pupils do not always behave well. Inspectors looked at pupils' behaviour in lessons and the playground and found it to be good throughout the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Fairfield's 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 408 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	64	30	32	4	4	0	0
The school keeps my child safe	68	72	26	27	1	1	0	0
The school informs me about my child's progress	41	43	47	49	6	6	0	0
My child is making enough progress at this school	45	47	44	46	5	5	1	1
The teaching is good at this school	54	57	35	37	6	6	0	0
The school helps me to support my child's learning	44	46	41	43	6	6	1	1
The school helps my child to have a healthy lifestyle	55	58	38	40	1	1	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	38	49	52	3	3	0	0
The school meets my child's particular needs	42	44	47	49	4	4	1	1
The school deals effectively with unacceptable behaviour	35	37	48	51	6	4	0	0
The school takes account of my suggestions and concerns	35	37	49	52	6	6	0	0
The school is led and managed effectively	56	59	36	38	2	2	0	0
Overall, I am happy with my child's experience at this school	56	59	33	35	6	6	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



17 May 2010

Dear Pupils

Inspection of Fairfield's Primary School, Basingstoke RG21 3DH

Thank you for making me and my colleagues so welcome when we visited your school. We enjoyed meeting you and hearing what you had to say about your school. Overall we judged your school to be satisfactory, with some good provision to ensure that you are happy, safe and well looked after. This is what we found.

- Your attainment and progress in English is good.
- Your standards in art, music, dance and drama are good.
- Your attainment and progress in mathematics and science are not as high as they are in English.
- You have an excellent understanding about healthy lifestyles and you make an excellent contribution to the community.
- Your teachers provide you with a broad and enriching curriculum.
- Your behaviour and attitudes are good. You are mature, considerate and thoughtful towards each other.

There are some things that we have asked your school leaders to do to make your school even better. We have asked them to:

- ensure that you do as well in mathematics and science as you do in English by planning lessons that build on what you already know
- ask you challenging questions which make you think and work hard
- see that subject leaders look at your work to be certain that teachers are giving you work that is hard enough.

We know that you will all rise to this challenge and help your school to be as good as it could be by working hard. We wish you all the best for the future.

Yours sincerely

Joy Considine

Lead Inspector

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