

# Fairway Primary School

Muirfield Gardens, Kings Norton, Birmingham, B38 8XQ

## Inspection dates

15–16 January 2015

| Overall effectiveness          | Previous inspection: | Not previously inspected as an academy |          |
|--------------------------------|----------------------|--|----------|
|                                | This inspection:     | <b>Good</b>                            | <b>2</b> |
| Leadership and management      |                      | Good                                   | 2        |
| Behaviour and safety of pupils |                      | Good                                   | 2        |
| Quality of teaching            |                      | Good                                   | 2        |
| Achievement of pupils          |                      | Good                                   | 2        |
| Early years provision          |                      | Good                                   | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils thrive in the positive, caring environment of this improving school, to become confident and capable learners who are well prepared for the next stage of their education.
- The headteacher provides clear direction and has the full support of his staff and governors. All have an accurate view of the school's strengths and areas for development.
- Through their good management of teachers' performance, leaders, managers and governors have successfully improved the quality of teaching and pupils' achievement.
- By the time they leave the school, most pupils achieve the standards expected of eleven-year-olds in reading, writing and mathematics. This represents good progress from often low starting points.
- Attainment in reading was significantly above average in 2014.
- All aspects of the early years' provision are good. Children settle quickly because of the good quality nurture they receive.
- The good progress made by disabled pupils and those who have special educational needs is the result of careful analysis of their needs and the effective support provided.
- The needs of the most-able pupils are also well catered for, so they reach high standards.
- Pupils' behaviour is good in lessons and at all other times during the day. Pupils feel safe in school. Pupils told inspectors that there is always someone they could go to if they have a problem.
- Governors visit the school regularly to observe lessons and work with senior managers to check that improvements are working and that pupils are doing well. They hold the school leadership to account effectively for their performance.

### It is not yet an outstanding school because

- In a few lessons, teachers do not fully enthuse or challenge pupils and learning is slower.
- A very small minority of parents do not have confidence in some aspects of the school's work.
- Marking is not always effective in helping pupils to improve their work and pupils are not routinely expected to respond to the guidance that is provided.

## Information about this inspection

- The inspectors observed teaching and learning in 14 lessons. Several lessons were observed jointly with members of the senior leadership team. Senior leaders also joined the inspectors in reviewing pupils' written work from the previous and current year.
- Pupils' behaviour was observed in lessons and at break and lunchtimes.
- The inspectors held discussions with the headteacher, senior leaders, staff, and pupils.
- The lead inspector had meetings with Local Advisory Board (governors) and members of the academy trust.
- Pupils of different ages were heard reading.
- Inspectors took account of 59 responses to the Ofsted online questionnaire (Parent View), 26 responses to the staff questionnaire and letters sent to the inspection team.
- An inspector met with some parents and carers at the start of the school day.
- Inspectors looked at the academy's policies, teachers' plans, samples of pupils' work, school improvement planning and records on behaviour and safety. Inspectors also looked at information on individual pupils' progress, teachers' appraisal and performance, and records of meetings held by the Local Advisory Body.

## Inspection team

Michael Appleby, Lead inspector

Additional Inspector

Judith Long

Additional Inspector

## Full report

### Information about this school

- This school is an average-sized primary school.
- The school converted to become an academy school in April 2013. When its predecessor school, also called Fairway Primary School, was last inspected by Ofsted, it was judged to be satisfactory. The school is sponsored by the Education Central Trust.
- The Local Advisory Body became the governing body in April 2013.
- The proportion of disabled pupils and those who have special educational needs is about one in ten. This is below the national average.
- The pupil premium provides support for about one in three pupils in the school. This is above average. The additional funding is used to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The proportion of pupils who come from White British heritage is broadly average as is the proportion (approximately one in four) of pupils from a number of different minority ethnic backgrounds. Very few pupils speak English as an additional language. Children in the early years (Reception class) attend full-time.
- The school operates before and after-school provision.

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

- Improve the quality of teaching, to speed up pupil's progress and raise achievement further, by ensuring that:
  - the outstanding practice that exists in the school is shared
  - all teachers plan and teach interesting activities that engage and enthuse pupils so they make more rapid progress
  - all teachers consistently check and improve pupils' learning and progress in lessons
  - teachers' marking clearly informs pupils what to do to improve, and teachers check that pupils act on the guidance they are given.
- Work with those few parents who have concerns to ensure that they feel they are better informed and that their concerns are listened to.

## Inspection judgements

### The leadership and management are good

- The headteacher and staff have successfully created a safe and positive learning environment for the pupils. This is evident in the calm day-to-day atmosphere, and in the pupils' positive attitudes and behaviour.
- Effective actions taken by the headteacher and senior leaders have improved teaching and learning. These actions include close scrutiny of pupils' work and progress, regular observations of teaching with targets for improvement, and checks on teachers' planning. This approach provides leaders with an accurate view of how well pupils are making progress in all classes.
- The results of the staff questionnaire show that the staff feel that the leadership of the school is effective in improving teaching and learning.
- Links between teachers' pay increases and the effectiveness of their teaching in the classroom are fully recognised. Staff training is directly linked to teachers' personal performance goals and the current priorities of the school.
- Subject and other leaders have a clear grasp of strengths and weaknesses in their areas of responsibility. Actions taken have had a positive impact on the achievement of pupils. Their plans show that they have a good awareness of what aspects need further improvement. The headteacher enables them to lead and influence classroom practice.
- School leaders ensure that there is equality of opportunity for all pupils. The use of pupil premium funding is effective. Additional support is provided to the eligible pupils to meet their specific needs. Consequently, over time, their progress and achievement is as good as other pupils.
- The use of the primary school sports funding has increased pupils' participation in a wider range of physical activities and competitive events. The teaching of physical education is getting stronger as teachers work alongside the sports coaches employed to plan and lead these lessons across the school.
- The curriculum is carefully planned to meet the pupils' interests and to prepare them for life in modern Britain. For example, democracy is taught through the election of the school councillors, pupils learn to follow the school rules for behaviour in the classroom and at playtimes, and pupils visit the Houses of Parliament and meet local councillors to develop their knowledge of British institutions and how they work.
- Useful links are made between subjects so learning is meaningful and enjoyable. For example, in a mathematics lesson, pupils were studying negative numbers by comparing local temperatures to those in the Grampians. After-school clubs, visits and visitors make a valuable contribution to pupils' enjoyment of school and provides them with memorable experiences.
- The school has responded well to the removal of National Curriculum levels by trialling new assessment procedures in consultation and cooperation with other academies in the Trust.
- The Academy Trust and Local Advisory Board know the school well. The resources and expertise available through participation in the Academy Trust have been used very effectively to enhance provision and speed improvement. The half-termly visits check the headteacher's evaluations of the quality of teaching and the rates of progress pupils are making. The headteacher's reports are carefully reviewed and subjected to robust enquiry and challenge.
- The school's safeguarding arrangements are comprehensive and effective in ensuring the safety of pupils. Attendance has improved through the school's close monitoring and by following up absences with parents where required.

■ A very large majority of parents and carers are very satisfied with the quality of education and care provided for their children. A small number do not think the school responds well to their concerns. Inspectors noted that the school employs a range of methods to consult with parents and keep them informed.

■ **The governance of the school:**

- The Trust and Local Advisory Board provide the school with good governance. It ensures effective challenge and support for, and good management of the school. Guidance is provided through a newly appointed advisor.
- Monitoring is rigorous and thorough. All available information is checked and questioned by the Trust and the Local Advisory Board, ensuring rigorous oversight of pupil achievement, the quality of teaching, and the impact of the pupil premium and sports funding. Careful monitoring also ensures that teachers' pay awards are securely based on achieving the targets set regarding pupils' progress. The academy is well supported and gets good guidance and help with policies. There are good links with other academies for sharing good practice and moderating standards of pupils' work.
- The Trust reviews the safeguarding policy and its implementation to ensure all requirements are met.

**The behaviour and safety of pupils** are good

**Behaviour**

- The behaviour of pupils is good. The behaviour policy is a thoughtful document which provides clear guidance for all staff. Pupils say that they enjoy school and would not want to be anywhere else because the staff care about them and look after them. Most parents and all staff who completed the surveys feel that behaviour is good.
- From the early years and throughout the school, pupils' attitudes towards their work are consistently positive. Children in the Reception class quickly settle into the school's routines and expectations. They learn to work and play happily together. Pupils' good behaviour in lessons and around school contribute well to the calm and purposeful learning environment.
- Pupils mostly listen to instructions carefully and sustain concentration on their work. Occasionally, some pupils become restless in lessons and begin to fidget. This happens most often when the time given for a task has been too long and some pupils become bored. For example, this was observed in a literacy lesson during the teacher's introduction to the features of an explanation text.
- Relationships are good. Pupils from different backgrounds get on well with each other in lessons and around the school. They are polite, courteous and show good manners towards each other and adults in the school. Behaviour during the afternoons has been improved as a result of daily meetings between the relevant members of staff charged with supporting it.
- Attendance is improving and is now in line with the national average because of the success of actions taken by the school. Persistent absence rates have been reduced considerably. Regular attendance is celebrated and given a high profile in assemblies. Pupils are punctual to school and to lessons.

**Safety**

- The school's work to keep pupils safe and secure is good. The security of the site and entry to the building is effective in controlling access during the school day. Adults are fully checked before working in school. Staff are appropriately trained to make sure they are very clear about their responsibilities in protecting children. Safety audits, practices and risk assessments make sure that the activities children do are safe.
- Pupils say they feel safe and well looked after by adults. They have an excellent understanding of computer safety and know not to disclose personal information. Pupils benefit from their lessons in personal, social and health education where great emphasis is placed on learning tolerance, respect and how to manage relationships. Most parents who completed the Parent View questionnaire and those spoken to during the inspection felt their child was safe and well cared for in school.

- Pupils have a clear understanding of the different types of bullying and say that bullying does not happen very often. They know what to do and who to speak to if they need help or advice.
- The breakfast and after-school clubs are well supervised and provide the pupils who attend with a safe, friendly and familiar care environment.

### **The quality of teaching** is good

- The school's assessment data, evaluations of teaching, and pupils' work, together with inspectors' direct observations of lessons, all provide evidence that teaching is consistently good. Consequently, pupils make good progress.
- Most lessons maintain pupils' interest and successfully promote positive attitudes to learning. In the best lessons, skilful explanations and questioning during the introduction to the lesson engage the pupils' interest and set the right tone for learning. Classrooms are tidy and attractive, with good displays that support pupils' learning and celebrate the quality of their work.
- In some cases, teachers do not make the most effective use of available time in lessons. Some activities are not very interesting or hard enough. As a result, some pupils become restless and lose concentration.
- Teachers' planning builds well on what pupils have achieved already and is well-matched to their levels of ability. Work for the most-able pupils mostly provides suitable challenge. Consequently, most pupils and groups of pupils make good progress and achieve well.
- Phonics (letters and the sounds they make) are taught effectively and methodically. For example, in Key Stage 1, pupils learned the 'magic e' rule for such words such as 'lake' and 'like' and 'bone', and could apply this skill when asked to write their own sentences.
- Reading is taught well. Pupils develop a love of reading very early in their time in school, and are able to read fluently and with evident enjoyment by the time they leave. At the end of Key Stage 2 in 2014 pupils' achievement in reading was significantly higher than the national average.
- Teaching assistants make a significant contribution to the good progress of pupils in the school. They demonstrate a good understanding of the individual learning needs of the pupils they work with. Teaching assistants are well-deployed, often to support disabled pupils and those who have special educational needs, and also other pupils for whom the school receives additional funding.
- Pupils' work is marked regularly but teacher's comments are not consistently effective in helping pupils improve. While marking supports good progress generally, not all teachers make sure that pupils respond to the comments or correct their mistakes. This limits the impact marking can have on improving pupils' learning.

### **The achievement of pupils** is good

- Older pupils are prepared well for the next stage of their education. Most Year 6 pupils achieve the expected standards in reading, writing and mathematics. The proportion of pupils achieving the higher levels is similar to the national average in writing and mathematics, and above average in reading.
- A large majority of children enter the Early Years Foundation Stage with skills and knowledge below those expected at their age. A similar proportion to the national average achieve a good level of development so that they are well prepared for their learning in Year 1.
- Phonics are taught systematically. As a result, younger pupils sound out letters and blend them successfully to read unfamiliar words. Pupils' achievement in the Year 1 reading check was in line with the national average in both 2013 and 2014. Early reading skills are taught well and result in achievement in

line with the national average at the end of Key Stage 1.

- Achievement is good rather than outstanding because of variations in pupils' progress between year groups. This inconsistency mirrors the variable quality of teaching in the school.
- Disadvantaged pupils currently in the school are making progress similar to their peers and other pupils nationally. In 2014, the attainment of disadvantaged pupils in Year 6 was about the same as their classmates in reading and mathematics, and six months behind in writing. Their attainment was about the same as other pupils nationally in mathematics, four months ahead in reading, and about eight months behind in writing. Gaps are narrowing in all year groups because the progress of eligible pupils across the school is now consistently good.
- The most-able pupils make good progress. This is evidenced by the work seen in pupils' books during the inspection, and the good proportions of pupils making expected and more than expected progress.
- Boys' attainment was above the national average for boys in reading, writing and mathematics. In 2014, boys' attainment was higher than girls in reading and mathematics, but slightly lower in writing. The school keeps track of gender differences and takes steps to narrow any gaps that develop in particular year groups.
- Disabled pupils and those who have special educational needs make good progress. Their needs are quickly identified and support provided to give them the skills and confidence to do well and succeed. Pupils from the different minority ethnic backgrounds represented in the school also make good progress.
- The additional sports funding is used well to employ specialist physical education teachers. Pupils reach good standards in the subject and their skills are further enhanced in after-school activities and clubs.

### The early years provision

### is good

- Children get a good start to their education in the Reception class and they make good progress in their Reception year. This is because they are provided with an exciting range of learning opportunities. An excellent example of this was seen where children were finding their own different ways to release prizes inside an ice cube. Other children worked with tweezers to collect small 'jewels' and snowflakes. The concentration and accuracy shown by the children was helping to develop their concentration and manipulation skills.
- When children start in Reception, their communication, language and social development are particularly weak. Most children, from all ability groups and backgrounds, make at least good progress in all areas of learning. Children work and play in a safe and secure environment. They enjoy good relationships with their peers and with adults. They behave well and they are thoughtful and considerate.
- The skilled and caring staff are sensitive to children's individual abilities and any special educational needs. Adults engage purposefully with the children during their play, asking them to explain their ideas and understanding. This extends the children's vocabulary, raises their confidence and improves their ability to express their thoughts clearly. It also makes sure that their learning moves forward consistently well. On some occasions, however, the adults are not challenging or persistent enough to help children extend their ideas.
- Adults plan well for all aspects of children's learning, including the use of the outdoor area. Phonics skills are taught routinely well. All staff are skilled in observing children at work and play, and they record their assessments for use in planning the next steps in the children's learning. The school uses an online program, which parents also have access to, to record their observations and assessments of the children's learning. Parents can make comments and input their own observations about their child. This is part of the good communication that exists between the school and parents.

## What inspection judgements mean

| School | Grade   | Judgement            | Description  |
|--------|---------|----------------------|--|
|        | Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
|        | Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
|        | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
|        | Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |            |
|--------------------------------|------------|
| <b>Unique reference number</b> | 139484     |
| <b>Local authority</b>         | Birmingham |
| <b>Inspection number</b>       | 449937     |

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>                     | Academy converter            |
| <b>Age range of pupils</b>                 | 4–11                         |
| <b>Gender of pupils</b>                    | Mixed                        |
| <b>Number of pupils on the school roll</b> | 205                          |
| <b>Appropriate authority</b>               | The governing body           |
| <b>Chair</b>                               | Susan Haynes                 |
| <b>Headteacher</b>                         | David Grist                  |
| <b>Date of previous school inspection</b>  | Not previously inspected     |
| <b>Telephone number</b>                    | 0121 4643200                 |
| <b>Fax number</b>                          | 0121 4643201                 |
| <b>Email address</b>                       | enquiry@fairwayprimary.co.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

