

# Inspection of Fairmeadows Foundation Primary School

Fairfield Crescent, Newhall, Swadlincote, Derbyshire DE11 0SW

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Inspection dates: 8–9 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Pupils are happy at this school. They say that they want the school to be 'bigger so they can have more'. Teachers create safe and welcoming spaces for pupils to learn and develop. Pupils know that bullying is not tolerated.

Pupils benefit from a wide range of clubs and activities. They enjoy learning and make good progress. Pupils are safe and say they feel safe. They behave well. The relationships between pupils and staff are positive and respectful.

The headteacher ensures that the school's values of 'dream it, believe it, achieve it' are at the heart of school and everything they do. Teachers provide opportunities for pupils to develop positive personal characteristics and be confident to take on life's challenges.

Pupils from all backgrounds and starting points are welcomed and nurtured. All staff agree that every child should have the same chances to succeed and achieve their best. There are high expectations for staff and pupils to work hard, but also to have fun and achieve well while they are doing so.

## **What does the school do well and what does it need to do better?**

The school has improved since the previous inspection. The headteacher leads the school very well. The school is a vibrant, happy, productive place to be. Teachers know the pupils well. The curriculum in most subjects, such as reading, history, PE and music are carefully planned. Pupils learn new things in an order that helps them build their knowledge over time.

Reading is now at the heart of school life. Teachers help pupils to learn phonics (letters and the sounds they represent) right from when they start in the Reception class. Pupils use this knowledge to help them enjoy stories and a range of non-fiction books. Teachers read to pupils, and with pupils. They encourage parents to read with their children at home.

Teachers plan activities for pupils to learn how to be healthy. The school provides a wide range of sporting and cultural activities. Staff have high expectations of how many pupils will join in. Pupils take part in many competitions outside of school. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

Leaders and teachers put a strong emphasis on care and respect. Pupils are very supportive of each other. Learning is not disrupted because pupils behave well in lessons.

Pupils are respectful of other people's faiths, cultures and beliefs. Some teachers provide opportunities for pupils to learn about social and moral issues. However, leaders have not introduced a clear plan for which parts of the personal, social and cultural curriculum pupils will learn in every class. Pupils do not build up their understanding of these important matters over time.

Pupils with SEND are well cared for. Teachers adapt the resources they use, and what and how they teach, to match pupils' needs. These pupils, like their peers, achieve well.

Teachers make sure that children in the early years settle in quickly. Teachers put clear routines in place at the start of the year. They expect children to behave well and they do. Children's learning is generally well planned. Children gain confidence in weaker areas and build on those areas in which they are stronger. However, teachers do not consistently link the work the children do in the early years with what pupils will learn in Year 1. For example, the Year 1 science curriculum does not specifically build on what children understand about the world.

Teachers share information with parents about their child's work in school. They gather information from parents about their children. This helps teachers to meet pupils' individual needs. This includes disadvantaged pupils and those pupils with SEND.

The mathematics curriculum enables most pupils to achieve well. Teachers provide equipment to help pupils understand new ideas and topics. Teachers plan lessons that follow on logically from previous lessons. However, sometimes teachers do not use what they know about what pupils understand and can do to give them work that is demanding enough.

The headteacher ensures that managing staff workload is a high priority. He consults with staff when thinking about new ways of working. Staff are well supported by the headteacher.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff and governors receive regular training and are vigilant to spot if pupils may be at risk. Leaders support vulnerable children and their families well. They work well with external agencies, including the local authority.

Leaders have created a culture where pupils are nurtured and supported. Staff show high levels of care for the pupils. Pupils learn how to stay safe in different situations. They learn about road safety and the potential dangers of the internet, such as cyberbullying. Staff are never complacent, and they work hard to make sure all pupils are safe and well.

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

### (Information for the school and appropriate authority)

- Teachers do not reliably use the information they hold about what pupils know and can do when they plan lessons in mathematics. Leaders should ensure that teachers use the curriculum plans that are in place for mathematics, alongside their assessments of what pupils have learned, to provide work that is sufficiently demanding and builds sequentially on what pupils have already learned.
- In some classes, teachers plan for pupils to debate and explore aspects of personal, social and moral issues, but this is not the case in all classes. Leaders should ensure that a carefully planned curriculum for pupils' personal, social and cultural development is in place so that pupils can build up their knowledge and understanding in an age-appropriate way.
- Curriculum plans in the early years do not link as well as they should do into Year 1. Teachers should plan sequences of learning so that all children build on the knowledge and skills they have gained as they move into Year 1.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112982
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10110038
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Henry Murray
<b>Headteacher</b>	Andrew Reeves
<b>Website</b>	<a href="http://www.fairmeadows.net">www.fairmeadows.net</a>
<b>Date of previous inspection</b>	12–13 July 2017

## Information about this school

- The school has not undergone significant changes since the previous inspection.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher and the leader responsible for early years and the provision for pupils with SEND. The lead inspector met with four members of the governing body and spoke with a representative from the local authority.
- Inspectors looked closely at the school's provision in English, music, mathematics and science. They met with the leaders of these subjects and visited all classes. They spoke with teachers about the lessons they deliver. They met pupils and spoke with them about their work. They also looked at pupils' work in these subjects.
- Inspectors listened to pupils read and talked with them about how they learn to read and the books that they enjoy.

- Inspectors spoke with parents informally at the start of the school day. They took account of the 52 responses to Ofsted’s online survey, Parent View, and the 20 responses to Ofsted’s survey for staff. Inspectors spoke with pupils about their school
- Inspectors looked at a range of documents, including: the school’s self-evaluation of current performance and plans for improvement; the overview of the school’s curriculum planning; the school’s most recent published information on the achievement and progress of pupils; and information relating to safeguarding and behaviour management. They also examined information about the school’s use of pupil premium funding and funding for pupils with SEND.
- Inspectors looked at the school’s most recent information about attendance and minutes of meetings of the governing body.

### **Inspection team**

Matthew Spors, lead inspector	Ofsted Inspector
Paul Lowther	Ofsted Inspector

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