

## Context and Information from previous Inspection

Fairmeadows Foundation Primary School is a single intake Primary with an attached Nursery. In main school there are **206** pupils on roll with **38** children currently attending the nursery.

| Class | Number on Roll | Girls | Boys |
|-------|----------------|-------|------|
| F2    | 29             | 13    | 16   |
| Y1    | 31             | 15    | 16   |
| Y2    | 28             | 19    | 9    |
| Y3    | 29             | 17    | 12   |
| Y4    | 31             | 10    | 21   |
| Y5    | 29             | 16    | 13   |
| Y6    | 30             | 13    | 17   |

The ethnic make-up of the school population is predominantly white British with **239** pupils with **5** pupils from other ethnic backgrounds. **5 (2%)** of pupils are EAL and **57** pupils are Disadvantaged with **34 (14%)** pupils on the SEN register including **3** EHCPs. There are **28** pupils currently eligible for FSM. There are currently **3** children on Child Protection Plans.

The current make-up of the school population is **55%** male and **45%** female. The majority of children that attend the school are from the local area, with approximately **5%** attending from outside the immediate catchment. Inward mobility is moderate in the school, with **8** pupils joining the school mid-year, often from other local schools, causing the stability of the school population to be fluid, particularly in KS2.

Attainment on Entry to the Nursery is assessed within the first three weeks and is typically below average in all areas, with many children working in the band below that expected for their age across the board.

### EYFS On Entry Data

|         |     |     |    |         |     |     |    |       |     |    |    |
|---------|-----|-----|----|---------|-----|-----|----|-------|-----|----|----|
| Reading | 67% | 33% | 0% | Writing | 82% | 15% | 3% | Maths | 97% | 3% | 0% |
|---------|-----|-----|----|---------|-----|-----|----|-------|-----|----|----|

The school works closely with Local Authority Partners, is a **hub school** for the Local Authority's **Every Child a Talker (ECAT) programme**, participates in Maths, Reading and Writing moderation cluster meetings in South Derbyshire. The school **hosts the EYFS cluster** in their moderation. We are part of **Project Read** a county wide initiative designed to boost reading outcomes. The Headteacher is a **writing moderator for the local authority** and we also maintain strong **links with Derby University**.

|                                              |                      |
|----------------------------------------------|----------------------|
| Effectiveness of leadership and management   | Good                 |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare  | Good                 |
| Outcomes for pupils                          | Requires improvement |
| Early years provision                        | Good                 |
| Overall effectiveness at previous inspection | Requires Improvement |

| Overall effectiveness                        | Requires improvement |
|----------------------------------------------|----------------------|
| Effectiveness of leadership and management   | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare  | Good                 |
| Outcomes for pupils                          | Requires improvement |
| Early years provision                        | Good                 |
| Overall effectiveness at previous inspection | Good                 |

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have been too slow to raise pupils' attainment and accelerate their progress, particularly in reading.
- Leaders' improvement planning and the management of teachers' performance do not focus sharply enough on raising the attainment and accelerating the progress of different groups of pupils.
- The governing body has not been stringent enough in challenging leaders about pupils' attainment and progress, particularly those of disadvantaged pupils.
- Teachers do not have high enough expectations of what pupils can achieve, particularly the most able.
- Teachers do not consistently use information about pupils' learning well enough to plan next steps in learning and ensure that work is well matched to pupils' needs.
- Pupils' attainment and progress in reading are too low. Too few pupils achieve as well as they should in key stage 2 or achieve the required standard in the Year 1 phonics screening check.
- The proportions of pupils achieving at greater depth are too low in reading, writing and mathematics, particularly in key stage 2.

### The school has the following strengths

- The new headteacher has brought ambition and drive to improve the school and is supported by school staff. There is a culture of improvement.
- Leaders have put into place a range of new approaches and initiatives that are bringing about improvement in pupils' attainment and progress.
- Pupils' attainment at the end of key stage 1 in reading, writing and mathematics has improved and is close to, or above, that seen nationally.
- Children make a good start to their education in the early years. The majority of children make good progress and achieve a good level of development.
- Pupils' behaviour and conduct are good throughout the school. There are good relationships between staff and pupils.
- Leaders' and staff's commitment to the well-being, personal development and safety of each pupil is evident in the school's caring culture.

|         | KS2<br>2016 | KS2<br>2017 | KS2<br>2018 | KS1<br>2016 | KS1<br>2017 | KS1<br>2018 | Phonics<br>2016 | Phonics<br>2017 | Phonics<br>2018 |
|---------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------|-----------------|-----------------|
| Reading | 60%         | 45%         | 86%         | 80%         | 80%         | 53%         | 64%             | 46%             | 79%             |
| Maths   | 63%         | 73%         | 100%        | 67%         | 83%         | 53%         |                 |                 |                 |
| Writing | 83%         | 65%         | 82%         | 71%         | 71%         | 40%         |                 |                 |                 |
| SPAG    | 73%         | 45%         | 75%         | n/a         | n/a         | n/a         |                 |                 |                 |

### Overall effectiveness: Good

#### Evidence:

Outcomes for children and learners, the quality of teaching, learning and assessment, are all rated as 'Good' by the senior leaders within school. Personal development, behaviour, and welfare, the effectiveness of the Early Years Foundation Stage (EYFS) and leadership and management are all rated 'Good'. There is good practice and all areas are improving as a result of positive work from the senior leaders within school since the previous inspection. Monitoring shows that staff are responding positively to feedback and that improvements are regular and in line with expectations. The new monitoring system RAG rates performance and allows senior leaders to intervene with support where required which is analysed through case studies.

Progress made by all groups of pupils, including those with disabilities and those with special educational needs (SEN) is good but outcomes for HPA pupils can still be improved at key points particularly in KS2 writing. Progress is tracked through detailed provision maps for all groups of pupils and reported on to Governors. Provision maps and trackers for key groups enable leaders to interrogate attainment and progress in detail matching pupils needs to interventions and programmes that have a rapid and clear impact on progress and/or attainment.

The school is a safe community where relationships between staff and pupils and pupil to pupil are good. Behaviour issues are rare and a whole school behaviour policy is used by staff to ensure clarity of expectations. The behaviour system is present in each learning area. Serious behaviour issues are logged on the schools safeguarding system, My Concern. Spiritual, moral, social and cultural (SMSC) development is good, and we are actively working to improve provision and vary the experiences of our pupils. We promote British Values through our SMSC curriculum, out of school opportunities and through daily interactions with children.

The majority of pupils are now reaching expected standards across all year groups and progress is generally in line with expectations, our pupils are prepared satisfactorily for secondary school.

#### Areas for improvement:

- Writing outcomes improved across all phases of school.
- Data is used even more effectively to move the HA and disadvantaged pupils towards improved outcomes.
- A higher proportion of pupils achieve greater depth in F2.

### Effectiveness of leadership and management: Good

#### Evidence:

Recruitment for the new Headteacher and staffing issues in the leadership team, meant that limited improvements were made in the academic year 2016-17 (immediately prior to inspection). However, following the appointment of the current SLT, including Assistant Headteachers and SENCo, the addition of new governors and the time to embed CPD and approaches introduced during early 2017, the school has moved forward; rapidly improving outcomes in key areas.

| Points for improvement from last inspection                                                                                                                                                                                                                                                                                                      | Action and impact                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leaders should bring about more rapid improvement by ensuring that improvement planning focuses more sharply on the progress of different groups of pupils, including the most able and those who are disadvantaged                                                                                                                              | Appointment of new PP leader and new SENCo. Targeted interventions and booster groups based on accurate and recent data. Planning targeted for key children across the school. Pupil progress meetings termly hold teachers to account for progress of groups and scaffold strategies to do this. Pupil Premium Review is underway. |
| Staff performance management targets are ambitious and focus on improving the quality of teaching and rates of pupils' progress, particularly in reading                                                                                                                                                                                         | Performance management targets linked to the SIP. Outcomes for pupils form the basis of performance discussions and reviews. Mentoring and handholding in place for teachers requiring improvement. New monitoring calendar in place and focused on developing consistency of practice.                                             |
| Leaders develop the effectiveness of middle leaders in planning actions that will raise pupils' attainment and accelerate progress.                                                                                                                                                                                                              | The promotion of Middle Leaders to highly effective senior leaders demonstrates the effective development that has impacted hugely on accelerated progress and attainment. Middle leaders are currently in place to lead science and support the development of writing.                                                            |
| Improve the effectiveness of governance by ensuring that the governing body more effectively challenges leaders about the performance of different groups of pupils in different subjects and checks more closely the impact of the use of the additional funding, particularly the pupil premium, to improve outcomes for disadvantaged pupils. | Governing board very closely monitoring progress of all groups but particularly disadvantaged pupils. PP governor is appointed and working closely with PP leader. Governing board have called for and approved a Pupil Premium Review demanding progress updates on key groups each meeting. PP review is in place.                |

Although the school was graded 'requires improvement' at the time of the last inspection, we are confident that we are demonstrating not only the capacity to improve but that significant improvement has occurred since the last inspection. This is because:

- The dip in attainment has been arrested and corrected.
- Standards in the current Year 6 are now higher than 2016, 2017 and 2018.
- with 2019 and 2020 predicted results looking strong.
- All points for improvement have been met
- CPD and recruitment have led to significant improvements in teaching by staff
- We have a rigorous system of self-evaluation used to identify areas for improvement which is reviewed termly by the SLT and Governors before being shared with staff.
- We can show case studies of areas we have identified and how they have improved
- Disadvantaged pupils are in line or exceed their non-disadvantaged peers in many areas on exit from KS2.

Leaders and managers at all levels have responsibility and accountability for improvement. Senior Leaders have a significant monitoring role across all phases of school. Professional development is used effectively to improve teaching (for example, phonics and writing). All staff are committed to improvement, and take an effective part in staff meetings (see minutes).

Governors support and challenge the school. They ask for analysis of progress, including progress of specific groups, and question the data in meetings (see minutes). They check the school meets equality legislation, they make sure safeguarding is very tight and check that risk assessments are in place. Governors participate in whole school

Safeguarding training and receive updates in meetings. Governors have identified the need for training in performance management, other than for the headteacher, so that they can play a greater role in this aspect of their work. Governors believe the wellbeing of staff is paramount and have supported the SLT in trialling initiatives designed to improve workload without negatively impacting on progress including wellbeing days, marking policy reviews and Perkbox.

Governors are now very aware of the need to target funds more accurately and monitor the effectiveness of their use. A pupil premium review is underway and will ensure that the targeting of funds is effective and well planned. The pupil premium governor meets regularly to interrogate data and analyse the value for money being provided by various interventions and programmes including for example, Rapid Phonics and Inference Interventions. (see Intervention Data analysis and report). The impact of interventions is interrogated in these meetings and the detailed provision map and tracker allows the impact of these to be scrutinised. Despite the school having a significant deficit the governors show commitment to meeting the needs of the children by asking hard questions in meetings and demanding that funding be directed to have the best possible impact on pupils. (Minutes)

Parent governors play a key role in the good links with parents. Our Parent Forum is well attended and active in the school community (see PF Minutes) Parents say they feel welcome in the school and that pupils are well prepared for secondary school. (see Parent Questionnaire). Parents also feel free to come into school and share concerns.

We evaluate the curriculum as good. It covers the NC2014, and organisation of the phonics system is constantly reviewed and developed. We are reviewing the personal, social, health and economic education (PSHE) component and recognise that the current curriculum is good for pupils' spiritual, moral, social and cultural (SMSC) development. A set of visits to places of worship and close ties with the local church have been developed to enrich the RE curriculum. All subject areas have new leaders and these are tasked with developing provision. New maps, coverage grids and rationales for each subject are in place and a fresh monitoring calendar allows leaders at all levels the time to effectively monitor this. We are also looking to extend extra-curricular activities with a cooking club and a Minecraft club this term, as well as sports and choir. School visits are planned in line with curriculum objectives and enrich and deepen understanding of areas. The development of ICT is promising and fresh resources are in place to further develop this.

#### **Areas for improvement:**

- **Subject Leaders engaged with developing their subject area within the wider curriculum.**
- **Governors respond to data point information and join in work scrutiny and moderation meetings.**
- **Senior Leaders hold staff to account and ensure the proportion of 'good' teaching continues to rise.**

**Quality of teaching, learning and assessment: Good**

**Evidence:**

Monitoring records since the last inspection show improvement in teaching, both for individuals and overall. Teaching and learning is good.

Maths teaching is better than some literacy teaching because differentiation is tighter and pupils' progress is assessed more frequently through Headstart tests and in lessons, so pupils can be moved on more quickly. This is being addressed by using Headstart tests in Literacy.

- Teachers do not have high enough expectations of what pupils can achieve, particularly the most able.
- Teachers do not consistently use information about pupils' learning well enough to plan next steps in learning and ensure that work is well matched to pupils' needs.

SLT have engaged teachers in regular, meaningful dialogue about their class data and this is being used to match work closely to the needs of pupils and as a result progress and attainment are good across school. Expectations are high and modelled by senior staff with pupil progress meetings outlining these expectations. All expectations and conversations linked to the SIP, priorities from the last inspection and performance management targets.

In the EYFS, teachers have use the outside area, and free flow of children into this space is further encouraged by staff. There are child-initiated activities which make the most of the outdoor space. Teacher-led activities are generally good, as is much of the intervention in child-initiated activities indoors. An emphasis on pencil grip and fine motor control is supporting the weakness of pupils in the nursery which tends to be writing.

Phonics teaching is timed to take place across Foundation Stage and years 1 to 2 at the same time, with pupils grouped according to their phonics needs. This has been operating since September 2017 and is working well. Year 2 pupils who do not need intense work on phonics, do phase 6 and enhanced grammar work. Monitoring shows teachers are secure in phonics subject knowledge and are consistent in the use of the programme. Pupils with SEN are given specific support and in where supportive a multi-sensory approach. Interventions are specific and targeted to match the pupils needs. Tracking shows consistent progress and analysis of data shows that even where the standard has not been achieved progress is excellent for most pupils.

Marking is more consistent than at the time of the last inspection. Work monitoring shows teachers are giving clear guidance to pupils about how to improve. Pupils respond well to marking and learn from their mistakes including a greater emphasis on immediate verbal feedback and SEESAW. There is a new emphasis on verbal feedback over written. Marking is in line with the school policy and being developed and enhanced constantly. Homework is set regularly and discussion with pupils shows they understand the homework they should do and believe it is about the right amount which has also been shown in parent surveys. Home-school reading diaries are consistently used and for KS1 include detailed next steps for reading progress. Summative assessments at key points provide a focus for improvements and targets for the child and teacher.

A whole school approach to reading comprehension has been adopted and embedded from F2-Y6 and vocabulary is improving. The symbols for comprehension are now a fundamental part of responding to work on a text and the whole school approach has had a positive impact on outcomes across Key Stages. All pupils are keen to learn more and find information for themselves. Interventions for reading have yielded very positive results in terms of progress and attainment.

All parents receive reports that tell them how their children are doing and what they need to do to improve at the end of the year. Where there are concerns reports may be more frequent.

**Areas for improvement:**

- **increased frequency of writing moderations**
- **consistent use of SEESAW to evidence foundation subjects work for assessment and moderation.**
- **link assessments to planning to accelerate progress in literacy**

## Personal development, behaviour and welfare: Good

### Evidence:

We have had three fixed term exclusions since the last inspection, and visitors and parents often comment on how good behaviour is. In the spring 2017 questionnaire, 93% of pupils said behaviour was good. All respondents said they felt safe in school. Parents are also fully confident that their children are safe as evidenced in the March Questionnaire. They describe the school as having a great family atmosphere. We have had two racist incidents since the log was started. We record all bullying incidents, which are very rare, on My Concern. Work in Rtime has helped pupils resolve disagreements, and we have acted rapidly to address any emerging cliques. Pupils say that they know who to go to if they are worried, and children trust adults to sort difficulties out. Pupils with behaviour issues are supported by Individual Behaviour Plans and these work in line with the policy to correct the most severe issues.

In almost every class, pupils have excellent attitudes. They listen well and any disruption is extremely rare. They respond very well to opportunities to discuss work and they also work well in groups. Teachers apply behaviour rewards consistently and these are valued by pupils. The system is shared with parents and has a positive impact. Social Media and SEESAW are used to celebrate success and this is very popular with parents.

Pupils take pride in their work and the majority try their best on a consistent basis. Understanding of safety and risk is developed extremely well through the curriculum. Internet safety and cyberbullying are discussed in personal, social and health education (PSHE) as well as collective worship. Online safety continues to be an issue and the current ICT co-ordinator has been proactive in seeking out measures to support the older children and their families in this area. Embedding internet safety and online awareness into ICT sessions and PSHE has also been supported by one off events and external assemblies.

Pupils' good SMSC development ensures that they are ready to become responsible citizens in the world. Me and Dee and other initiatives have allowed pupils to make positive contributions in the community and become proactive in improving life for others. The Pupil Leadership Team is increasingly involved in developing child friendly resources.

Pupils demonstrate a very clear understanding of safety through their play, including in reception. The same is true of older pupils in their project work, such as on road safety, and keeping safe on farms and in the countryside. The Pupil Leadership Team is elected biannually, making speeches to the children before a vote is held. They lead on safety issues, for example, organising sporting events, becoming playground buddies and meeting with governors.

Pupils are mostly very punctual. Pupils who arrive late do so almost always because of traffic issues. Attendance was 96% last year and is remaining steady at this number. Attendance of Pupil Premium Children is a current focus for the PP leader.

### Areas for improvement:

- **Attendance of disadvantaged pupils.**
- **Improved toileting skills in F1.**
- **Reduction in behaviour incidents at lunchtimes.**

## Outcomes for children and learners: Good

### Evidence:

Children enter reception with attainment mostly below what is expected. Since 2016 no children have left the Foundation Stage with exceeding and this is primarily due to the judgement of writing and fine motor control. The SIP and work of governors is addressing this with the Foundation Stage receiving heavy CPD and focused support in this area. New resources and monitoring have been put in place to drive improvement with a target of 13% of pupils exceeding GLD by 2019.

The year 6 National Curriculum assessments (SATs) results in 2018 were above average in reading and average in writing, and well above average in maths. Since 2016, standards have risen rapidly in maths reading and writing with excellent GPS results.

In 2018 all progress measures were within -2 to 2. The floor standards for progress were met in 2017, and in 2016 but results were declining for attainment. In 2018 78% of pupils met the expected standard in reading, writing and maths and if we isolate reading and maths then 89% of pupils met the standard.

Progress made by 2018's year 2 pupils requires improvement. This was a less able cohort on entry (a lower than average percentage reached a good level of development in 2016 (55%). The KS1 SATs showed that pupils underperformed compared to previous cohorts. These issues have led to increased staffing, split teaching and other solutions that have seen progress rise, though attainment is not in line with year group age related expectations.

Throughout the school, pupils with SEN make less progress than non-SEN peers although this is narrowing. There are no differences linked to gender or ethnicity. Progress of all pupils has started to accelerate as a result of our focus on reading and phonics. Progress rates accelerate in KS2 for SEN and disadvantaged pupils.

The attainment of pupils eligible for the pupil premium lags behind that of other pupils in school, but KS2 results in 2018 demonstrate that the current strategy is effective. The pupil premium strategy is reviewed each July and runs academic year to academic year. The school is currently in the process of a Pupil Premium Review. Disadvantaged students are on track to at least match non-disadvantaged peers for 2019 and 2020. In 2019 tracking indicates that 75% of pupils will meet combined in Year 6 and 89% of Disadvantaged, for Year 5 62% of pupils are on track to meet combined with 67% of disadvantaged pupils on track and in Year 4 70% are on track for combined with 67% of Disadvantaged pupils likely to achieve the same.

Monitoring of work shows current pupils are applying literacy skills much better across the curriculum, including comprehension skills and extended writing. They use numeracy and ICT well in lessons, and teachers' plans often identify where these skills will be used.

Progress in some subjects, such as science and design and technology, is good as these are subjects where pupils are able to apply their better mathematical skills with greater consistency. Progress in subjects that have a greater reliance on writing, such as geography and history, requires some improvement. Physical Education is an area of strength and pupils make good progress particularly in KS2. Assessment of Foundation Subjects is under review for 2019-2020 as part of the subject leader's responsibilities.

### Areas for improvement:

- **KS1 writing outcomes**
- **Exceeding in Foundation 2**
- **KS2 Writing GDS.**

## The effectiveness of early years: Good

### **Evidence:**

Children enter the EYFS with low levels of attainment with a noticeable gap between pupils entering school from our nursery versus those from external providers. Our internal tracking shows that most children make good progress in the EYFS. In 2018, we were mostly in line with the national average scores, apart from in Literacy. GLD was 68% up 4% points on the previous year. A similar trend has shown in this year's profile scores with Literacy still being identified as our area to develop; however, reading has remained consistent at 74% and Writing has increased to 70% of pupils at age related or above.

There are some gaps in attainment between different groups of pupils. In particular, boys lag behind girls by a margin that is similar to the national picture in most areas of learning. Nevertheless, the gap is closing each year, especially in reading and writing. Very few children are supported through external funding. Their attainment varies from year to year, but is generally in line with their peers.

Our quality of teaching is good. Assessments are regular and accurate; they are skilled in identifying what each child's next steps are and putting interventions such as ECAT, ETB and sensory breaks, in order to make good progress. Staff use the results of assessments well to plan activities that children find both interesting and challenging at their own level. Both child and adult led activities cover a range of all areas of learning each week, with a strong focus on the prime areas. Children are grouped in the nursery into chronological age groups to enable accurate tracking of attainment and progress using online learning journeys and assessments through 2 Simple which allows parents access. 2 Simple also generates end of year reports. CLL was identified in Dec 2017 as an area of need and Early Talk Boost Training for all EYFS staff was bought in to address this in September 2018.

The children enjoy coming to school. They quickly settle into the well-established routines and are soon working and playing happily together. Children respect each other's differences and see diversity as a positive aspect to be celebrated. Behaviour is consistently good. Children learn good manners and how to behave well around others, as a result of the role models provided to them both by staff and other pupils. Our school has a strong family ethos, so children have many opportunities to work alongside and learn from older pupils. Staff also work well to engage families and build strong parental relationships in order to support their learning at home using Proud Clouds in the areas and Class Dojo.

In lessons, children pay close attention to the teacher and listen well to other children when they are speaking. They are proud of their work and keen to show off what they have achieved to visitors. They show a developing interest in the world around them and are keen to find out things for themselves in response to teachers' encouragement to explore the environment around them. In doing so, children develop a healthy awareness of risks and how to keep themselves safe in a range of situations.

Parents are involved in the assessments of their children's capabilities throughout their time in Early Years. We have developed an induction programme to help transition the pupils and their families, to our school effectively and help to inform more accurate on entry assessments. Parents are kept fully up to date with their child's progress through learning journeys, consultations; Class Dojo; reading diaries, that go home each evening; and by the opportunity to talk to staff at both the start and end of the day. We receive strong support from parents in the EYFS, which helps their children to learn at home as well as at school.

Leadership and management are good. All policies, including those for keeping children safe and healthy, are implemented consistently and regularly reviewed and amended. The EYFS leader has a good understanding of the strengths and weaknesses in provision. Tracking of pupils' progress is accurate and secure, but sometimes we do not analyse the results of assessments quickly enough to ensure that individuals who are not making good progress are identified as quickly as possible. Each Half Term the school carries out internal moderations and Pupil Progress meetings.

### **Areas for improvement:**

- To develop the role of 'key workers' in the setting to ensure assessments continue to be accurate and data is analysed effectively to ensure individuals can be identified sooner.
- To work with parents as partners to develop pre-literacy skills in order to improve Literacy attainment in both Reading and Writing.
- Introduce more 'flexible' topics based on the children's interests, to inform planning and to engage boys in Literacy.

- Develop indoor and outdoor classroom space to influence children's fine motor development which will support letter formation and handwriting in Literacy.
- Offer CPD to all senior leaders in order to keep up to date with most recent changes and good practice within the EYFS.