

FAIRSTEAD COMMUNITY PRIMARY AND NURSERY SCHOOL

OFSTED REPORT



OVERALL GRADES

The quality of education	GOOD
Behaviour and attitudes	GOOD
Personal development	GOOD
Leadership and management	GOOD
Early years provision	GOOD



Our Ofsted report will be made public next week. For a school and its community we get five words and a brief report that does not reflect much of the conversation that happens during an Ofsted inspection and it certainly does not reflect what makes our school so special. We made detailed notes throughout the inspection process so felt it important to share them with you to show just how great our school is.

BEHAVIOUR AND ATTITUDES

- The majority of children are respectful and considerate towards each other
- Children know what the behaviour systems are and say that when there are problems the adults sort things out
- There are good routines in school that the children appreciate and follow e.g. phonics
- Children know what bullying is and say adults will sort any difficulties
- Children know the 4 core values and talk about them positively, they have impact
- Children were calm and orderly at lunch time and in the dining hall
- All children were polite and courteous
- Staff manage incidents of poor behaviour well
- Children say that they feel safe
- Time is spent building relationships with families
- Children are engaged and focused

PERSONAL DEVELOPMENT

- The school has achieved every aspect of the Good grade for personal development and we discussed elements of the Outstanding grade
- There is a wide range of opportunities for children to engage with
- Leaders develop a culture of respect
- There are a range of leadership roles for children in school including mini-medics, sports leaders, digital leaders, school council and junior librarians. The children engage well with these and talk positively about their roles
- Clubs nurture children's talents
- SEND children are well represented in personal development opportunities
- The PSHE curriculum is well sequenced and well thought out



MATHS

- There is a new Maths lead in place
- The Maths lead has a clear intent and vision and lots has been put in place since September
- Staff have worked hard to implement a new curriculum
- Staff appreciate the level of support they receive for Maths
- End of unit assessments support teachers in planning next steps
- Children can find it difficult to recall Mathematical vocabulary
- Presentation of children's work is consistent
- Adaptations for SEND are evident
- Time is needed to see the full impact of the changes that have been made



SCIENCE

- An established Science lead is in place
- The bespoke curriculum is well sequenced
- Planning is detailed and well thought out
- Children enjoy Science!
- Children need more support to talk about the procedural aspects of Science e.g. how does fair testing build across the school?

COMPUTING

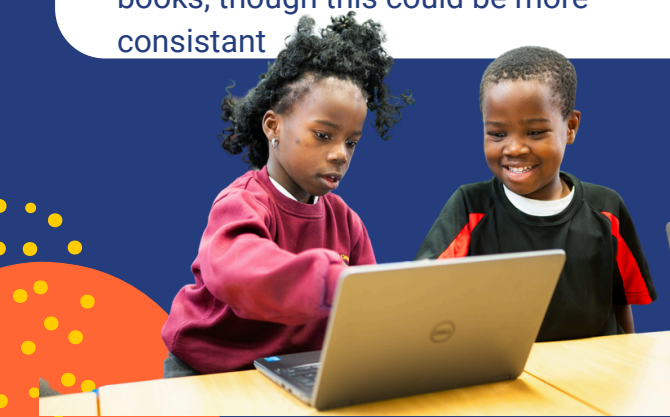
- Computing has a very passionate subject lead
- The curriculum demonstrates progression and appropriate sequence
- Very detailed planning is in place
- Staff feel supported
- Adaptations for SEND are in place
- Children know what to do to get help e.g. shoulder partners, face partners
- There are some good examples of floor books, though this could be more consistent

ART

- Children enjoy Art!
- The curriculum has included local artists
- Children experience a diverse range of artists including from different time periods
- The Art curriculum is well sequenced and thought through

SAFEGUARDING

- The school gives safeguarding a clear priority
- Staff know the importance of local context
- Concerns are well documented and very detailed
- Safer recruitment processes are rigorous
- The School Business Manager is very well organised



EYFS

- The lead is passionate and knowledgeable
- The lead understands school readiness and early interventions are in place for children/parents
- Clear systems for SEND are in place
- Well resourced provision, extensive outdoor provision which all children are able to access
- Adults are calm and guiding
- Inclusive practise is evident e.g. good visuals, widgets, talking pegs
- Provision is made for EYFS to transfer to Year 1
- Assessment is used effectively to assess what is known and what is remembered
- Subject leads speak knowledgeably about EYFS
- Nursery children play socially and on their own



LEADERSHIP AND MANAGEMENT

- Staff feel valued and supported
- Subject leaders are passionate
- Subject leads are well supported
- Staff want to get it right for children
- Good training and development is available for all staff
- Governors really know the school
- The Local Authority has real confidence in the school
- Parents feel supported by the school
- Early Career Teachers feel hugely supported
- The school is very outward looking
- Staff are positive about wellbeing and workload
- The school has good quality assurance measures in place and the governors value the information

QUALITY OF EDUCATION

- Good examples of books seen
- Grammar is moving forward and a sentence level project is in place
- Foundation subjects linked to writing
- Evidence of increased stamina for writing has been seen
- Continous provision is carefully considered across Year 1 and the lead is very passionate

SEND

- Knowledgeable and passionate leader
- A very strong picture of SEND with a very strong leader
- Systems in place to identify cause for concerns
- A range of strategies and adaptations are in place
- SMART targets are agreed with parents
- Record keeping is organised
- Complex needs provision is established with a clear curriculum model



EARLY READING

- Reading and phonics is given a clear priority in school
- Consistent teaching is observed across school
- Strong CPD is in place for all staff
- The subject leader demonstrated how she coaches during sessions, this is clearly an ongoing process and common practice
- The subject lead keeps practice up to date
- Groups are regularly evaluated and ability groups informed by ongoing assessment
- Children said that they have many opportunities to read throughout the day



WHAT DO WE NEED TO DO IN ORDER TO CONTINUE IMPROVING?

Whilst we are pleased that there have been many positive examples of our school that have been recognised we will never become complacent and will continue to work hard to improve our school. Ofsted identified a few points that they would like us to work on:

- In a few subjects the school needs to emphasise or revisit key knowledge more so that children remember it more easily.
- Teachers need to ensure that children can build their knowledge, use subject specific vocabulary and develop more complex ideas across the full range of subjects taught.

We also know that there are many other parts of our school that we would like to refine, introduce and develop over the next few years and we will keep you updated through our newsletters and social media.

Thank you all for your positive feedback and your continued support.

