

Inspection of a good school: Fairisle Infant and Nursery School

Fairisle Road, Lordshill, Southampton, Hampshire SO16 8BY

Inspection dates:

10–11 September 2019

Outcome

Fairisle Infant and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils are happy. They say their teachers are kind and helpful. Pupils try their best in lessons. The school's motto, 'Expect success', ensures that pupils have high expectations of themselves. They like what they are learning about, especially physical education lessons and school trips. Year 2 are excited about their forthcoming visit to a 'pirate ship', HMS Warrior.

Pupils are respectful to each other. Values, based on UNICEF's Convention on the Rights of the Child, are at the centre of the school's work. Pupils understand these values well. For example, to protect the planet, they are reducing the amount of single-use plastic in school and in their homes. Pupils are serious about their roles as responsible young citizens. They confidently speak up about matters that are important to them.

Pupils feel safe in school. They learn how to keep themselves safe, including online. Pupils do not worry about bullying. They know their teachers will listen to them if they have a problem. Trusting relationships are evident across the school. Leaders make sure that pupils understand the importance of a healthy life. They respond well to pupils' well-being needs. Leaders plan experiences that make a difference to pupils' healthy lifestyle choices.

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

The school provides an exciting and varied curriculum. This interests pupils. Leaders have carefully considered what they want pupils to learn in all subjects. Plans show exactly what and when teachers should introduce new content to pupils. For example, art is well taught because teachers are clear on what pupils need to learn to make progress. During the inspection, both Year 1 and Year 2 pupils were learning how to sketch. Year 1 were learning about sketching lines, while Year 2 were learning about tone. Leaders have thought carefully about how skills build on each other.

Staff have high expectations of what pupils can do. Pupils' work, in a wide range of subjects, is of a high quality.

The curriculum also prepares pupils well for life in modern Britain and beyond. Pupils have a good awareness that all children have the same rights as they do. They want to help others. Pupils have recently raised money to help buy sports equipment for children around the world.

Most pupils learn to read well. Leaders have made sure that reading is at the heart of the curriculum. Pupils enjoy reading a wide range of books and listening to stories. Teachers read and retell stories with enthusiasm. Staff are well trained in teaching phonics (letters and the sounds they represent). Daily phonics lessons are precise and exciting. Teachers use assessment well to address gaps in pupils' understanding. Any pupil who is falling behind in their knowledge of phonics has help to catch up. Pupils develop their reading comprehension skills well. They can work out the meaning in the books they read. Recent training has made sure that teachers challenge the most able readers well. However, teachers do not always give reading books to lower-ability pupils and pupils with special educational needs and/or disabilities (SEND) that match the sounds pupils know.

There is a sharp focus in helping pupils learn new vocabulary so that they can communicate well. Pupils are confident in using these new words in speaking, as well as in writing. I saw a Year 2 pupil using the word 'paraphernalia' when describing a pirate's bag.

Teachers understand how to meet the needs of pupils with SEND. They adapt their plans well. Teachers review pupils' learning thoughtfully. Staff know precisely what will help pupils with SEND learn more. Skilled and well-trained teaching assistants make a big difference to this group of pupils' learning.

Staff have high expectations of pupils' behaviour. Pupils behave well in lessons and during playtimes. They say that they get help to make the right choices. Pupils enjoy the challenges teachers set them. They work hard and do not give up when they find a task tricky.

Children get off to a flying start in the early years. Staff are knowledgeable about how young children learn. Staff are responsive to what children can do and what they need to learn next. The early years curriculum is ambitious. Staff plan a wide range of engaging activities that take account of children's interests. They lay the foundations of early reading, writing and mathematics skilfully. Children are enthusiastic and eager to learn, exploring their environment well. Staff are good role models. They help children with their behaviour and friendships.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carefully carry out all pre-employment checks when they recruit staff and volunteers.

Staff know their pupils well. Leaders have created a caring ethos. Staff are alert for any signs that may mean a pupil is worried.

Staff are well trained. They know that safeguarding is everyone's responsibility. Leaders ensure that staff are up to date with their safeguarding knowledge. Staff know what to do if they have a concern about a child. They are clear about possible local risks. Leaders work closely with the local authority. As a result, pupils and their families get the help they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Books that some pupils read and practise are not always pitched correctly as they include sounds that they have not yet learned. This means that, occasionally, some pupils' reading books are too hard. Where this happens, pupils struggle to read words and understand meaning. This is hindering their progress. Leaders need to make sure that teachers select books more carefully to match the pupils' current phonics knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Fairisle Infant and Nursery School to be good on 17 November 2010.

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 are 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

Unique reference number	116251
Local authority	Southampton
Inspection number	10111275
Type of school	Infant
School category	Community
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair of governing body	Mr Rick Allen
Headteacher	Mrs Susanne Ottens
Website	www.fairisle-inf.co.uk/
Date of previous inspection	28 January 2016

Information about this school

- The school is larger than the average-sized primary school.
- The early years consists of two Nursery rooms and four Reception classes. This includes provision for two-year-olds.
- The majority of pupils in the school are of White British heritage.
- The proportion of pupils with SEND whose needs are met through SEN support is in the top 20% nationally. The proportion of pupils that have an education, health and care plan is lower than the national average.

Information about this inspection

- The provision of early reading, writing and art was considered as part of this inspection. This involved speaking to subject leaders, early years leaders, teachers and pupils. I also visited lessons and looked at pupils' work and leaders' planning.
- During the inspection, I met with the headteacher, deputy headteacher, assistant headteacher and special educational needs coordinator. I also met with the chair of the governing body and two additional governors.
- I held a telephone conversation with a representative of the local authority.

- To inspect safeguarding, I spoke to staff, governors and pupils, checked recruitment procedures and looked at safeguarding records and policies.
- I considered the nine responses to Ofsted's Parent View questionnaire. In addition, 36 responses to Ofsted's online questionnaire for staff were considered, as were 25 responses to Ofsted's online pupil questionnaire.

Inspection team

Lea Hannam, lead inspector

Ofsted Inspector

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