

Inspection of a good school: Fairford Academy Barnehurst

Fairford Avenue, Barnehurst, Bexleyheath, Kent DA7 6QP

Inspection dates:

28 February and 1 March 2023

Outcome

Fairford Academy Barnehurst continues to be a good school.

What is it like to attend this school?

Leaders are ambitious for their pupils. They ensure that pupils study a broad range of subjects. The school motto of 'happy and bright' is felt throughout the school. Pupils enjoy coming to school and support each other to succeed.

Pupils are happy and safe. Leaders have high expectations for behaviour. They have introduced a new policy to help pupils to take greater responsibility for their actions. Most pupils have responded well to this. Bullying is rare, and when it does happen, leaders deal with it quickly.

Leaders have thought carefully about the wider experiences they want pupils to take part in. Pupils note their participation in school trips, clubs and events in a 'pupil journal'. For example, they record being able to swim 25 metres or regular attendance at a club. This encourages pupils to take part and broaden their experiences.

Pupils have opportunities to take on responsibilities. Mathematics ambassadors meet teachers to discuss how to improve mathematics teaching. Class helpers support staff to prepare the classroom so it is ready for lessons. The pupil parliament presents the views of pupils to leaders.

In the early years, children enjoy a wide range of activities as part of their learning. They work with others and follow routines.

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

Leaders have prioritised reading. They have recently introduced a new phonics programme. Leaders have made sure that staff are well trained in this new approach.

Children start learning phonics from the beginning of Reception. Staff know which sounds and words pupils should know by the end of each term. Pupils read books that match the letter sounds they have learned. They take these books home to read to parents and

carers to increase their fluency. Pupils who need additional help are identified through regular assessment. Leaders ensure that these pupils receive the extra help they need.

Teachers have thought carefully about the books they read to pupils. They ensure that these are linked to topics pupils are learning. Teachers are enthusiastic about reading to pupils and make story time a highlight of the day.

Leaders have created an ambitious curriculum for all pupils, including pupils with special education needs and/or disabilities (SEND). For each subject, they have described exactly what they want pupils to learn. Lessons are carefully sequenced. Pupils build up their knowledge in small logical steps from Nursery Year to Year 6. For example, in mathematics, pupils learn about pictograms before learning about bar charts.

Pupils go on school visits that support their studies. They visit the Science Museum when they are studying electricity and Lesnes Abbey when they are studying Vikings.

Teachers have strong subject knowledge. For example, in history, they explain things clearly such as the difference between primary and secondary sources. Teachers emphasise subject-specific vocabulary when they are teaching and ensure that pupils use it in their written work.

Teachers regularly revisit previous topics to help pupils learn more and remember more. They regularly check what pupils understand. Teachers act quickly if pupils need more help. This includes special 'snappy maths' sessions where pupils revisit concepts they find difficult.

Leaders identify the needs of pupils with SEND and detail these in pupil 'passports'. Teachers use these passports well to adapt their teaching. Leaders liaise with external agencies to get advice and additional support when it is needed.

Leaders recently updated the curriculum. This has not been fully implemented in a few subjects. As a result, progression in these subjects is limited.

In lessons, pupils take turns and listen to each other. Low-level disruption is rare. Teachers act quickly when it occurs. Some pupils need additional help to improve their behaviour, but the support provided is sometimes not successful.

Leaders have considered how best to support pupils through personal, social, health and economic education (PSHE). Pupils learn about staying healthy, online safety and travelling safely to and from school. Leaders have ensured that pupils learn about British values such as democracy. They learn about the Houses of Parliament and the importance of Remembrance Day.

Leaders have prioritised working with parents. Leaders provide events and talks about mental health, and parents can support their children with phonics and mathematics.

Leaders consult with staff about their workload and consider their views. Staff believe that leaders consider their well-being.

Trustees and members of the school advisory committee are knowledgeable about the school. They receive a range of reports from leaders and consultants. They use these to support and hold leaders to account. Those responsible for governance fulfil their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong culture of safeguarding. Staff understand that they must report any safeguarding concerns, however small they might be. They attend regular training so they know the signs that a pupil might be at risk, including when online. Staff know how to support pupils to have healthy relationships.

Pupils learn about staying safe in PSHE. They feel confident reporting their concerns to staff. Leaders ensure that every report is considered and recorded. They work closely with external agencies to secure additional support for pupils who need it.

Leaders carry out relevant checks on the suitability of adults working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils do not behave as well as they should in lessons. This can disrupt the learning of other pupils. Leaders should make sure that those pupils who need additional help to improve their behaviour are provided with effective support.
- The new curriculum is not being taught in full in a few subjects. As a result, pupils are not learning all aspects of the curriculum in these subjects. Leaders should ensure that the new curriculum is implemented effectively.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2017.

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 information from Ofsted Parent View 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.

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	141889
Local authority	Bexley
Inspection number	10268705
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	591
Appropriate authority	Board of trustees
Chair of trust	Steven Toole
Headteacher	Sam Robinson (Acting Headteacher)
Website	www.fairfordacademy.org
Dates of previous inspection	28 and 29 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school changed its name from Normandy Primary School to Fairford Academy Barnehurst on 1 February 2022.
- The school does not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other school leaders and teaching staff. The inspector held a discussion with members of the local advisory committee and the board of trustees. The inspector also spoke with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector held meetings with school leaders about behaviour and personal development.
- The inspector observed behaviour in lessons and around the school. The inspector held formal and informal discussions with groups of pupils from different year groups.
- The inspector spoke with leaders, pupils and staff about the arrangements for safeguarding and reviewed safeguarding records and documentation. The inspector also checked the single central record of checks made on the suitability of staff.
- The inspector considered the responses to Ofsted’s pupil survey, responses to the staff survey and responses to the online survey for parents, Ofsted Parent View.

Inspection team

Gary Phillips, lead inspector

His Majesty’s Inspector

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