

Fairfield Spencer Academy

Address: Toton Lane, Stapleford, Nottingham, Nottinghamshire, NG9 7HB

Unique reference number (URN): 140071

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils achieve well at this school. This includes the positive start children have in the early years. Pupils learn the basics of phonics and multiplication well and achieve in line with other pupils nationally. Pupils generally progress well through the curriculum. Typically, the work that pupils produce in books is of a high standard. This includes pupils with special educational needs and/or disabilities. Furthermore, most pupils achieve well in national tests at the end of key stage 2. However, leaders recognise that some pupils, who may face barriers to their learning, do not achieve as well as their peers. Leaders continue to take effective action to support all pupils to achieve well. As a result, over their time in school, pupils are well prepared for their next steps in education.

Pupils typically remember key learning in the wider curriculum subjects. For example, pupils talk knowledgeably about historical periods and events. However, teachers do not always check what pupils know and remember in all subjects. This means that some pupils have gaps in their knowledge, in the wider curriculum subjects, as well as in some foundation subjects.

Attendance and behaviour

Expected standard 

Leaders have clear oversight of pupils' attendance. They understand the barriers some pupils and families face to attending. Leaders provide effective support and challenge to remove these barriers, such as their work with external agencies. Leaders also build effective relationships with parents and carers. They make sure that parents are clear about the school's expectations. Leaders are relentless with their support to ensure that pupils attend regularly. As a result of leaders' actions, attendance for most pupils is broadly in line with national averages.

Leaders have high expectations of pupils to behave well in this school. Pupils respond to these high expectations well. The school has a positive atmosphere and is a happy place to learn. Pupils largely move around the school calmly. They generally focus well in lessons. Pupils enjoy their social time with each other and they say that playtime is fun. Leaders ensure that there are many activities and games for pupils to do. Bullying is rare. Should it happen, pupils are confident that the school will deal with it swiftly. Relationships between pupils and staff are positive. Leaders provide support quickly where pupils need help in making the right choices. Pupils say they feel safe and enjoy coming to school.

Curriculum and teaching

Expected standard 

Leaders have thought carefully about how the curriculum can support pupils and prepare them for their next steps. The curriculum is well organised and identifies the key knowledge and skills pupils need to know and do to be successful. Careful consideration has been given to the local context. For example, reading materials have been adapted to better reflect the pupils' backgrounds. This means that pupils engage well with their learning. When needed, pupils' individual additional needs are identified. Generally, adaptations to

learning tasks and resources enable these pupils to participate in activities alongside their peers well.

Leaders have an accurate understanding of the quality of teaching. When it falls short of leaders' high expectations, appropriate support ensures that it improves. In a few instances, some teaching lacks consistency when making appropriate decisions about what key knowledge to teach and when for some pupils. This means that some pupils are not able to make effective connections from their previous learning. For some pupils, this means their progress is reduced and gaps in their knowledge sometimes develop.

Leaders make sure that pupils develop the foundations for learning well. Handwriting is generally neat, pupils read fluently and they develop the key knowledge and skills in mathematics effectively. Furthermore, the use of additional adults, to support pupils' foundational knowledge, is effective.

Early years

Expected standard 

Leaders have a clear and ambitious vision for the early years. Children enjoy their learning in a purposeful environment. During their activities, children are busy and filled with excitement. Generally adults have high-quality interactions with children. This further helps children to get the most out of the environment. Many children demonstrate sustained concentration and work with each other well. Children also support each other and share their learning. For example, when a child cannot make a noise with a recorder, other children will teach, encourage and support them so that they can.

Central to the school's approach is building positive relationships. This includes when adults encourage children to explore their learning. Children can choose from a range of resources so that they typically develop creativity, are inquisitive and develop independence.

Leaders and staff work hard to understand the needs of children well. This includes children who have special educational needs and/or disabilities. Leaders work closely with families to know each child well. Staff routinely meet to check how well children are doing. This helps ensure that when children fall behind, staff make sure the right support is in place so that these children catch up. Children achieve well in the early years and are ready for their key stage 1 education.

Inclusion

Expected standard 

The school has established effective systems so that all pupils' needs are known well. This includes pupils with special educational needs and/or disabilities. Recent changes by leaders have sharpened the focus on what barriers pupils may have to their learning. Staff are aware of each pupil's needs and they use a range of strategies so that these barriers are removed effectively. Staff provide appropriate support in lessons and, generally, this is tailored to the needs of each pupil.

Leaders' focus on disadvantaged pupils is evident throughout the work of the school. Leaders at all levels have clear responsibilities so that these pupils generally receive the support they need. On the whole, disadvantaged pupils achieve well. However, leaders

know they need to further support these pupils to achieve as well as their peers. Effective work to support pupils is already underway.

The school works closely with external agencies to support the needs of all pupils. This includes working with social care, local authorities and a range of other professionals. The school's pastoral team also provide high-quality support.

The school has responded well to recent changes in the community. For example, pupils and parents talk about how effectively pupils who speak English as an additional language have been supported.

Leadership and governance

Expected standard 

Since the last inspection there have been significant changes to the school's leadership. This includes a recently appointed new principal. These leadership changes have further developed a sense of unity within the school. There is a clear vision and sense of purpose. All leaders within the school have a robust understanding of their purpose in further improvement. Leaders are honest in their approach which means they make accurate assessments of how well the school is doing and where it needs to improve further. Leaders choose their priorities precisely. As a result, improvement actions are clear and developed with the best interests of pupils at their heart.

Governors ensure that they know the school well. They have the skills and experience to provide the appropriate level of challenge and support. As a result of governors' work, the development of the school is enhanced. Governors undertake their statutory duties effectively.

Leaders have established the school as a learning community. In this community staff feel valued. Staff know that leaders care for them and staff say they have the time they need to do their job well. Furthermore, staff work towards leaders' collective vision which includes a range of opportunities for professional development. These opportunities ensure that staff's professional ambitions are met, alongside meeting the wider developmental needs of the school. These developments contribute to establishing a school that cares for its pupils and staff, and is ambitious for all to do well.

Personal development and wellbeing

Expected standard 

Leaders have established an ambitious and well-considered personal development programme. This prepares pupils well for life in modern Britain. The programme has positive relationships at its heart. The school routinely establishes pupils' views relating to personal development and wellbeing. It uses information gathered to provide tailored support, particularly for pupils with special educational needs and/or disabilities (SEND). Pastoral support is of high quality and this support is woven throughout the work of the school. Pupils also appreciate how their needs are thought of and catered for.

Leaders ensure that pupils understand their responsibilities to themselves and society. Pupils learn how to keep themselves safe online and when in the community. The school's 'worry monster' helps younger pupils share any concerns they may have. The school's 'SPARK' (self-belief, pride, aspiration, responsibility and kindness) values guide pupils in

their actions effectively. Pupils recognise how these contribute to developing an understanding of British values. Pupils develop tolerant attitudes and know that 'difference' should be respected. Typically, pupils demonstrate an understanding of other cultures and religions.

The school provides a wide range of clubs and activities. These include origami, crochet and music lessons. Sport features successfully in the school's provision. The school ensures that pupils with SEND, and those who may be disadvantaged, have equal access to these clubs. These clubs help develop pupils' interests and talents and build their self-esteem. Furthermore, the school's provision of music is extensive. Pupils regularly take part in musical performances, including with a respected orchestra.

The school contributes widely to its local community. For example, the choir visits local care homes and provides entertainment to the residents. Pupils also go out into the local community and make it a tidier place. Also, careers fairs help pupils explore what they can do when they leave school. These opportunities develop pupils' experiences of life outside school. Consequently, pupils are well-placed for their next steps in life.

What it's like to be a pupil at this school

Pupils enjoy coming to this happy and vibrant school. As a result, pupils attend regularly. They arrive with smiles and are greeted warmly by all staff. Pupils walk calmly around the school and soon settle into the daily routine. When pupils occasionally stray from the school's values, staff are quick to remind them of the high expectations. As a result, pupils behave well.

Recent new leadership has further developed a deep sense of unity within the school. The recent introduction of the school's new values, SPARK (self-belief, pride, aspiration, responsibility and kindness) has been a welcome addition. Parents and pupils talk with enthusiasm about how the values guide behaviours and relationships. As one pupil stated, typical of many: 'This school helps us ignite our spark.'

Pupils typically achieve well in national tests. Carefully chosen, and designed, learning activities make learning enjoyable. Pupils generally focus well and work hard. Leaders make sure that teachers have the knowledge they need to enable pupils to succeed in their learning. Leaders quickly identify pupils who do not achieve as well as they could, including those who face barriers to their learning, and support them to develop their knowledge and skills. This means that most pupils are well prepared for their next steps.

Pupils are happy here and they feel safe due to the school's nurturing culture, particularly pupils with special educational needs and/or disabilities and those who may be disadvantaged. Pupils feel cared for. Pupils say the school creates a 'real sense of belonging'.

Pupils appreciate the role they have in improving the school. Learning ambassadors help make lunchtimes enjoyable and active. Reading champions support younger pupils and

promote reading well. Litter pickers help in the local area effectively. As a result of these, and other, activities the school has established itself as having a real sense of community.

Next steps

- Leaders should ensure that all teachers have the skills and knowledge to adapt the learning appropriately so that all pupils needs are met and any gaps in pupils' knowledge are addressed.
 - Leaders should further refine their expectations so that all teachers consistently check pupils understanding and recall of the most important information, across the wider curriculum and foundation subjects.
-

About this inspection

This school is part of the Spencer Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer, Kate Green, and overseen by a board of trustees, chaired by Malcolm Batchelor.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and other school leaders. They also spoke with leaders about their oversight of the school's work in particular aspects, such as inclusion.

The lead inspector met with representatives of the governing body, the interim chief executive officer and other representatives from the trust.

The inspectors confirmed the following information about the school:

The principal has been in place since January 2026.

The school currently uses no alternative provision.

Principal: Gemma Gregory

Lead inspector:

Mark Anderson, His Majesty's Inspector

Team inspectors:

Karen Slack, Ofsted Inspector

Emma Tayler, Ofsted Inspector

Halil Tamgumus, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

School and pupil context

Total pupils

620

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

660

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

25.48%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.48%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.48%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (revised)	70%	62%	Above
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	55%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	74%	Close to average
2024/25 (revised)	84%	75%	Above
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	66%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25 (revised)	79%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	76%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	81%	73%	Above
2022/23 (final)	76%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	46%	Close to average
2024/25 (revised)	56%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	59%	46%	Above
2022/23 (final)	41%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Close to average
2024/25 (revised)	78%	63%	Above
2023/24 (final)	76%	62%	Above
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25 (revised)	71%	59%	Close to average
2023/24 (final)	66%	58%	Close to average
2022/23 (final)	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Close to average
2024/25 (revised)	71%	61%	Close to average
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	63%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	68%	-16 pp
2024/25 (revised)	56%	69%	-13 pp
2023/24 (final)	59%	67%	-9 pp
2022/23 (final)	41%	66%	-26 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-11 pp
2024/25 (revised)	78%	81%	-3 pp
2023/24 (final)	76%	80%	-4 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	78%	-13 pp
2024/25 (revised)	71%	78%	-8 pp
2023/24 (final)	66%	78%	-12 pp
2022/23 (final)	56%	77%	-21 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-12 pp
2024/25 (revised)	71%	81%	-10 pp
2023/24 (final)	69%	79%	-10 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	63%	79%	-17 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.7%	13.3%	Close to average
2023/24 (3 term)	10.8%	14.6%	Below
2022/23 (3 term)	11.4%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright