

Fishergate Primary School

Fishergate, York, North Yorkshire, YO10 4AP

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities are making good progress and achieve well in English and mathematics.
- Teaching is consistently good and is outstanding in the Early Years Foundation Stage, which ensures that children make good progress in their first year in school.
- Disabled pupils and those with special educational needs achieve well because the recent reorganisation of the support they receive is particularly effective.
- Very strong and consistent behaviour management systems ensure that pupils behave well. Pupils enjoy coming to school. They work hard in lessons, are keen to learn and feel very safe.
- Reading skills develop rapidly because the teaching of letters and the sounds that they make (phonics) is good.
- Regular and comprehensive checks made on pupils' progress and on the quality of teaching ensure that identified pupils receive additional support swiftly when improvement is needed.
- The headteacher and assistant headteacher are very ambitious for the school and have high expectations of staff and pupils. Their determined leadership has been key to the recent improvements seen in teaching and learning.
- Governors are very astute and supportive of the senior leadership team. Together, they ensure that staff are committed to further improvement in pupils' achievement.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Less-able pupils are not always able to work at an appropriate rate in lessons.
- Marking in subjects other than English is not always detailed enough for pupils to be clear about how to improve their work.
- Subject leaders do not observe teaching in their subjects sufficiently or ensure outstanding practice is shared across the school.

Information about this inspection

- The inspectors observed 13 lessons, two of which were seen together with the headteacher and the assistant headteacher. In addition, the inspectors made a number of other short visits to lessons and learning areas.
- Separate meetings were conducted with governors, staff, senior leaders, an adviser from the local authority and two groups of pupils. The inspectors talked to pupils during lessons, listened to pupils read and scrutinised samples of their work.
- The 66 responses to the online questionnaire (Parent View) and the results of the school's own survey of parents' views were taken into account.
- The inspectors took account of the 36 responses to the staff questionnaire.
- A number of documents were reviewed. These included the school's development plan, its self-evaluation report, information about pupils' current progress, arrangements for safeguarding and records of pupils' behaviour and attendance. Reports from the local authority about the school's effectiveness were also examined.

Inspection team

Cathy Morgan, Lead inspector

Additional Inspector

Paul Copping

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school, with eight mixed-age classes.
- Almost all pupils are of White British heritage.
- The number of pupils who join or leave the school at different times through the year is higher than that seen nationally.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average overall. More than one third of pupils in Year 6 during 2012 received support for their special educational needs.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than that found nationally.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The school has grown in size since its previous inspection. It continues to expand, with a recent increase in September 2012 to its admission numbers in Reception to 45.

What does the school need to do to improve further?

- Build on and extend the strategies to increase the proportion of outstanding teaching and raise pupils' achievement by:
 - making sure that all pupils, particularly those who are less able, are given ample opportunity to reach the standards they are capable of in lessons
 - improving the quality and effectiveness of teachers' marking to match that seen in English to ensure that pupils receive clear guidance on how to improve their work
 - sharing and replicating the most successful aspects of teaching and assessment from across the school so that there is greater consistency across all classes.
- Improve the quality of leadership and management to outstanding by ensuring all subject leaders monitor the quality of teaching more closely to improve the quality of pupils' learning across all subjects.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills that are typically at or below those expected for their age. They quickly settle into school life and make good progress across the Early Years Foundation Stage because they are nurtured and inspired through some outstanding teaching, to work and play imaginatively together.
- Pupils continue to make good progress across Key Stage 1 and standards in reading are above average. The effective teaching of phonics (the sounds that letters make) ensures that pupils quickly improve their skills in reading and writing. Year 1 pupils, for example, are predicted to exceed the expected level in the recent national reading check.
- Teachers track pupils' progress closely to see that their good progress is maintained across Key Stage 2 where standards have been more variable, particularly in English. This is due to the number of pupils who join the school at different times and the differences in groups of pupils as the school has grown in size.
- A higher than average proportion of pupils reaches the highest levels in English and mathematics by the end of Year 6. A scrutiny of pupils' work in Year 6 and the school's excellent monitoring system show that almost all pupils are working at the level expected for their age and a significant proportion of pupils are again on target to reach the standards which are usually seen when pupils are in secondary education.
- Pupils achieve well because the school is ambitious for them. A number of pupils from other schools join this school because of its success in meeting the often complex needs of individual children. Teaching assistants make a very positive contribution to the learning of these pupils and support them well. As a result, they make good progress.
- The school now has well-targeted strategies to support the pupils for whom it receives the pupil premium. In 2012, attainment in English for pupils known to be eligible for this additional funding was about two terms behind their classmates, and in mathematics it was about five terms behind. A high proportion of these pupils were from service families who joined the school during Key Stage 2. Inspection evidence shows that this gap has narrowed quickly and data demonstrate that more pupils are achieving the highest levels when compared to similar pupils nationally in English and mathematics.
- Pupils read widely and less-able readers benefit from a successful support programme to help them to improve. Older pupils read with expression and interest and talk with great enthusiasm about how they enjoy reading fiction and non-fiction books.
- More-able pupils participate in weekly workshops and exciting initiatives such as the York University 'Students in schools' programme; these provide excellent opportunities for pupils to extend their skills.
- In 2012, the unusually high proportion of pupils who were disabled or had special educational needs made slower progress than expected. The school has responded quickly to ensure that support for these pupils is more effective and as a result, a significant proportion of this group of pupils is currently making better than expected progress.

The quality of teaching is good

- Very good monitoring and support for teaching have rapidly improved its quality. Weaker teaching has been eradicated and it is uniformly good, with a high proportion of outstanding lessons. Teachers are adept at teaching in mixed-age classes but there is not enough outstanding teaching overall to ensure that pupils always make the best possible progress.
- Teaching in the Early Years Foundation Stage is outstanding. Children are encouraged to think for themselves, develop problem-solving skills and make at least good progress. Teachers have devised high quality learning journals to record children's good achievements and showcase the exciting things they do. In one session observed, staff planned meticulously to enable children to

move freely between a range of stimulating activities. Children were able to extend their understanding and use of number sentences and to produce accurate maps leading from the 'One Direction' concert stage to the 'Lazy Café'!

- Relationships between staff and pupils are strong and greatly benefit pupils' learning. One pupil said 'the teachers are our friends'. Opportunities for pupils to discuss their ideas with one another are a positive feature of all lessons, and pupils are highly respectful of one another's ideas.
- Teachers work effectively together to ensure that activities inspire pupils and enable them to enjoy solving difficult problems. For example, in one lesson, pupils in Years 5 and 6 quickly developed their understanding of the classification of different foods by using accurate scientific terms to record responses to the complex questions they devised for the 'food experts'.
- Pupils who need extra help are now taught more effectively so that disabled pupils, those with special educational needs and those in receipt of pupil premium funding are achieving well, and are successfully closing the gap on their peers. However, teachers do not always ensure that less-able pupils are given sufficient opportunity to reach the standards they are capable of in lessons because tasks are sometimes too difficult for them.
- Although pupils' work is marked regularly, there is variation in the quality of feedback given to pupils. Marking is effective in English where pupils are clear about their short and long-term targets, and have plentiful opportunities to self- and peer assess. In other subjects, teachers discuss pupils' work with them but written feedback in pupils' books is less informative. This prevents pupils from always knowing how to improve their work.

The behaviour and safety of pupils are good

- Pupils' behaviour is good and sometimes exemplary in lessons and around the school. The mutual respect between pupils and adults contributes to the school's strong, positive ethos and calm atmosphere. Pupils have excellent opportunities to participate in thoughtful school assemblies when they sing beautifully together. This promotes their good behaviour and safety and their effective spiritual, moral, social and cultural development.
- Teachers and teaching assistants demonstrate high standards for the presentation of work and for behaviour in lessons. As a result, pupils have positive attitudes to learning and pride in their work. Relationships are strong and on the few occasions when individuals lose concentration, teachers respond quickly and effectively to bring them back on-task. Pupils are respectful and helpful towards one another when they work together.
- Pupils are well aware of how they can deal with different forms of bullying and hazards they may encounter, including when using the internet. Consequently, they feel very safe and happy in school, a strength acknowledged by parents.
- Pupils are adamant that behaviour is consistently good and that there is little bullying. There are occasional fallings out but pupils say that these are quickly resolved by staff. The revised behaviour policy has had a positive impact on reducing low-level disruption and there are now very few incidents of poor behaviour. The few pupils who find it difficult to consistently behave well receive very effective support, ensuring their behaviour improves well over time.
- The school has a strong sense of community and staff work exceptionally hard to establish productive relationships with parents to enable them to gain a greater understanding about how they can help to improve their children's learning. This is exemplary in the Early Years Foundation Stage. Feedback from parents is overwhelmingly positive and pupils' attendance continues to be above average.

The leadership and management are good

- The headteacher, ably supported by the assistant headteacher, provides the school with extremely strong and purposeful leadership. Senior leaders and governors make sure that all actions are based on an accurate understanding of the school's strengths and priorities for

improvement.

- Teaching is checked regularly by senior leaders and the information is used astutely to set challenging targets and to hold staff accountable for raising achievement. Targets and progress towards them are linked closely to pay progression.
- The frequency and rigour in collecting data on pupils' attainment and progress have improved rapidly. The information, particularly that relating to disabled pupils and those who have special educational needs, is analysed accurately and enables those pupils at risk of falling behind to receive timely support.
- Subject leaders do not always have sufficient time to review the quality of teaching and assessment effectively, which prevents them from driving further improvement by sharing any outstanding aspects across the school.
- The curriculum is well designed to focus on developing pupils' reading, writing and numeracy skills. This is having a positive impact upon pupils' performance in English and mathematics. The wide range of inspiring activities, clubs, events, competitions and visits help to extend pupils' learning and enhance their personal development.
- The local authority provides good support to the school by sharing lesson observations and checking that leaders are making accurate evaluations of the school's strengths and areas for improvement. Together with staff and the governing body, this ensures that the school has a strong capacity to improve further.
- **The governance of the school:**
 - The governing body knows the school well and ensures that the school leadership is appropriately challenged and where necessary, held to account. Governors undertake training for their roles and are involved in the appraisal arrangements for staff and decisions regarding pay progression. Governors are fully aware of the use of pupil premium funding and check carefully the effect on pupils' progress. The governing body uses data knowledgeably to compare the effectiveness of the school with other similar schools both locally and nationally. Governors ensure that all safeguarding procedures are robust.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121277
Local authority	York
Inspection number	412689

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Jackie Hudson
Headteacher	Andy Herbert
Date of previous school inspection	18 January 2010
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