

Fishwick Primary School

Downing Street, Preston, Lancashire, PR1 4RH

Inspection dates 20 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress in English and mathematics is still not as good as it should be. Attainment by the end of Year 6 is below average and pupils' achievement from their starting points therefore requires improvement.
- Strategies to develop pupils' skills in mental mathematics are not fully embedded and it is too early to see their full impact on pupils' attainment in mathematics. Pupils do not have enough opportunities to practise their writing skills in subjects other than in English. Pupils' skills in reading vary widely and are below average overall.
- Over a two-year period, teaching has not been good enough to ensure that pupils make good or better progress in their studies.
- Teachers' planning does not always ensure that classroom activities meet the individual needs of pupils of all levels of ability.
- Marking, particularly in Key Stage 1, does not always give pupils enough advice on how they can improve and pupils are not fully aware of the levels at which they are operating.
- Good and outstanding classroom practice is not shared well enough across the school.
- The skills of middle leaders are not fully developed and leadership responsibilities are not distributed widely across the school.
- Governors support the school well but are not fully aware of its performance, particularly in relation to pupils' achievement, to enable them to ask searching questions of the leadership.

The school has the following strengths

- The Early Years Foundation Stage is good and children progress well in both their academic and personal development, as a result of good teaching and strong individual support.
- Pupils are very proud of their school and feel safe within it. Behaviour in class and around school is good and pupils are courteous and well mannered. Their spiritual, moral, social and cultural development is promoted well.
- Disabled pupils and those with special educational needs, and also those whose circumstances make them potentially vulnerable, are supported well by talented and committed support staff.
- The well-informed headteacher knows how to move the school forward. As a result, teaching and pupils' achievement are improving.
- Parents regard the school highly and all who responded to the on-line questionnaire would recommend the school to another parent.

Information about this inspection

- Inspectors observed teaching and learning in five lessons or part lessons and each teacher was observed at least once. Two lesson observations were made jointly with the headteacher. Inspectors also visited an assembly and a Reception class induction session. In addition, they listened to pupils in Years 2 and 6 read.
- Inspectors spoke to one group of students, including members of the school council. They also had discussions with four members of the governing body including parent governors, a representative of the local authority, support assistants, the mathematics coordinator and senior staff.
- They took account of the 10 responses to the on-line questionnaire (Parent View) and also of the 10 responses to the staff questionnaire.
- Inspectors observed the school at work and scrutinised pupils' work during lessons. They also considered a variety of documents including internal and external pupil progress and attainment data, school development planning and strategies to enable the school to have an accurate view of its own performance. They also analysed documentation in relation to child protection, safeguarding, behaviour and attendance.

Inspection team

James Kidd, Lead inspector

Additional Inspector

Peter McKay

Additional Inspector

Full report

Information about this school

- This is a very small primary school but pupil numbers have almost doubled since the previous inspection.
- The proportion of pupils supported through school action is well-above average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium (additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after) is high, at more than twice the national average.
- There is an above-average proportion of pupils from minority ethnic heritages and a high proportion of pupils speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is organised into four mixed-age classes. It runs a breakfast club and is a nationally accredited Healthy school.
- The proportion of pupils who join or leave the school at other than the usual times is high.
- There have been significant staff changes since the previous inspection, including the appointment of a new headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, in order to continue to accelerate progress and raise attainment in English and mathematics by:
 - ensuring that teachers' planning leads to activities in the classroom which are exactly what pupils of all abilities need to make good and even better progress
 - ensuring that marking, particularly in Key Stage 1, consistently gives pupils more advice on how they can improve and enables them to be more aware of the levels at which they are working
 - embedding strategies to reinforce pupils' skills in mental mathematics
 - extending the opportunities pupils have to practise their writing skills in all the subjects they study
 - sharing across the school the good and outstanding classroom practice which already exists.
- Improve the impact of leadership, management and governance at all levels by:
 - further developing the skills of middle leaders and ensuring that leadership responsibilities are distributed more widely across the staff
 - ensuring that members of the governing body are more fully aware of performance in all areas of school life, but particularly in relation to pupils' achievement, in order that they can challenge the leadership with the utmost rigour.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter the Reception class with low age-related skills and knowledge, particularly in relation to literacy, numeracy, communication and personal development. As a result of good teaching and effective individual support, they make good progress during the year but attainment is still below average at best by the time they enter Year 1.
- Attainment by the end of Year 2 has improved slightly since the previous inspection but remains below average. Attainment by the end of Key Stage 2 improved markedly in 2012 and pupils made much better progress than they did in 2011. Inspection evidence demonstrates that this improvement in progress and attainment is continuing. All pupils in the small current Year 6 group are on course to make expected progress in English and mathematics, with a minority making more-than-expected progress. However, attainment is still below average and pupils' achievement from their starting points requires improvement.
- In 2011 and 2012, there were wide gaps in the performance of pupils known to be eligible for free school meals and other pupils in the school. However, the wise use of pupil premium funding, for example to provide these pupils with more individual support and equal access to educational trips, is beginning to have a positive impact. The gaps in attainment in English and mathematics have closed rapidly and these pupils are now only two National Curriculum points behind their classmates, instead of over four in 2012. This illustrates that the school takes care to promote equality of opportunity, foster good relationships and tackle discrimination.
- There is a similar picture in relation to pupils who speak English as an additional language and also disabled pupils and those with special educational needs. They make the same progress as other pupils as a result of the sterling support of the learning mentors and teaching assistants.
- The school places strong emphasis on reading as the basis for all learning. In both key stages, pupils' reading skills are below average but results in the Year 1 phonics (letters and sounds) check are much better than in 2012. Reading skills vary widely in Key Stage 2 and, although some pupils read confidently and accurately, many still have problems in pronouncing and understanding more complex vocabulary. Nonetheless, pupils enjoy reading and value the opportunities they have to choose and borrow books from the well-stocked school library.

The quality of teaching

requires improvement

- Teaching requires improvement because, over a two-year period, it has not been good enough to enable pupils to make good or better progress in English and mathematics. It is now beginning to improve and, during the inspection, no inadequate teaching was seen and there were examples of good and outstanding classroom practice.
- Pupils achieve well when teachers' planning leads to classroom activities which are closely matched to pupils' individual learning needs. For example, in a Key Stage 1 literacy lesson on ordering and writing instructions, including the use of 'bossy' verbs, assignments were varied and linked directly to the wide range of abilities and prior attainment in the class. Challenge was realistic and exactly what pupils needed to make good progress. On occasions, however, there is a 'one size fits all' approach and the work is either too hard or too easy.
- There are examples of outstanding classroom practice which lead to pupils being surprised at what they can achieve. In a Key Stage 2 history lesson, for example, in which pupils compared modern and medieval life and work, they acquired a range of specific historical skills. They demonstrated, for example, that they could evaluate sources accurately and with confidence. The sharing of such good and exemplary classroom practice across the school is currently underdeveloped.
- Teaching strategies to promote pupils' skills in mental mathematics are beginning to ensure that pupils are more confident in using numbers, but these strategies are not yet fully embedded and it is too early to see their full impact on attainment in mathematics. Similarly, writing skills are

not as good as they should be because pupils do not have sufficient opportunities to practise and reinforce these skills across the curriculum.

- The teaching of reading is improving apace and pupils in both key stages benefit from well-planned phonics sessions.
- The quality of marking is inconsistent and, in Key Stage 1 in particular, does not always give pupils enough advice on how they can improve their work and reach the next level of attainment. In addition, pupils are not always fully aware of the National Curriculum levels at which they are working and how they can reach the next level.

The behaviour and safety of pupils are good

- Pupils are proud of their school and have good relationships with their classmates and with the adults who work with them. They feel happy and safe in school because, in their words, 'If we have any problems we can talk to the staff and they will help us.'
- Pupils also value the calm and purposeful atmosphere in school and think that the school motto 'Dare to Dream' helps them raise their sights about what they can achieve. Parents agree and all those who completed the on-line questionnaire believe their children are well looked after and that they are happy and safe.
- Pupils behave well in lessons and around the school site. They are keen to learn and their attitudes to their studies in class are good and, on occasions, outstanding. They are polite and well-mannered and, during the inspection, inspectors lost count of the number of times pupils waited and held doors open for them. In addition, older pupils look after younger ones at breakfast club and in the dining hall.
- Pupils have a good understanding of the dangers of all forms of bullying, including prejudice-based bullying. They say that bullying is rare and that, if it occurs, it is dealt with quickly and effectively by staff.
- The school promotes pupils' spiritual, moral, social and cultural development well. As a result, pupils have a keen sense of rights and responsibilities and have many opportunities across the curriculum to discuss moral and ethical issues, smoking, drug abuse and animal rights, for example. They respect cultures and beliefs which are different from their own and produce thought-provoking displays on a variety of religions.
- The school council represents the views of pupils with confidence and is never afraid to express its opinions on how the school can improve further. Members are also proactive in their support for a variety of charities.
- As a result of the impressive use of pupil premium funding, all pupils have equal opportunities to take part in a wide range of extra-curricular activities. There are residential experiences and visits to museums and theatres.
- Attendance continues to improve and is now broadly average.

The leadership and management requires improvement

- Leadership and management require improvement overall because, over time, pupils' progress has not been as good as it should have been. Teaching and achievement are now improving, however, as a result of strong leadership by the headteacher, whose vision for how the school can move forward is shared by all staff. One member of staff spoke for many with the words, 'This is a school where children and staff feel valued. Each individual is made aware of the important role they play to ensure the school continues to improve.' All those parents who responded to the on-line questionnaire are entirely satisfied with the leadership and management of the school.
- The school knows itself well and the leadership's evaluation of its performance is accurate. There is recognition, for example, that middle leadership is not yet fully developed and that leadership responsibilities are not shared widely enough across the school.

- Performance appraisal arrangements are now secure and staff targets are based closely on pupils' progress. The leadership and management of teaching are bringing about improvements in classroom practice and during the inspection examples of good and outstanding teaching were seen.
- Although the curriculum does not provide pupils with enough opportunities to develop their writing, pupils enjoy the topic work they study. There are several examples of where this topic work enables pupils to see the links between subjects and where it develops those specific skills needed in subjects other than English and mathematics.
- The school promotes equality of opportunity soundly and rejects all forms of discrimination. Safeguarding and child protection policies and practice fully meet current requirements.
- The school receives strong support from the local authority, particularly in relation to leadership development, the improvement of teaching and the establishment of strategies to accelerate progress and raise attainment.
- **The governance of the school:**
 - Governors support the school well and work long and hard in the wide range of sub-committees. However, they are not always as aware as they should be of performance in all areas of school life, especially in relation to pupils' progress and attainment. As a result, although they are beginning to ask searching questions of the leadership, they are not yet able to challenge it with the utmost rigour.
 - Governors know how the school is attempting to improve the quality of teaching. They oversee performance appraisal arrangements and ensure that staff only receive financial reward if they meet their classroom targets in relation to pupils' progress. They monitor the impact of the spending of pupil premium funding and are accurate in their view that pupils known to be eligible for free school meals are now doing better than ever before.

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	119333
Local authority	Lancashire
Inspection number	411818

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Julie Ascroft
Headteacher	Heather Watts
Date of previous school inspection	3 December 2009
Telephone number	01772 491402
Fax number	Not applicable
Email address	head@fishwick.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

