

# Fishburn Primary School

East View, Fishburn, Stockton-on-Tees, County Durham, TS21 4AU

**Inspection dates** 11–12 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher provides excellent leadership for the school. He challenges and supports colleagues to give of their best by constantly involving them in school improvement.
- He is ably supported by a skilful and determined deputy headteacher, who has developed the role of middle leaders very effectively this year. As a result, the quality of teaching is good, teamwork is excellent and morale is very high in this rapidly improving school.
- All groups of pupils, including those eligible for support through the pupil premium, achieve well because they are eager to learn and want to succeed.
- The school's robust response to a dip in performance in mathematics in 2013 has seen standards rise rapidly in the subject this year. Pupils reach standards that are at or above the expectation for their age in all classes in reading, writing and mathematics.
- Behaviour is good and often exemplary. Pupils are kind to each other, show good manners and work hard in lessons.
- Pupils are kept safe in school. Excellent pastoral care means that staff quickly notice when a pupil needs extra support or understanding.
- An excellent curriculum provides exciting and memorable topics for learning and fires pupils' enthusiasm. It ensures their good spiritual moral, social and cultural development and fulfils the headteacher's aim of, 'not running a boring school'.
- Governors are very well informed about teaching and learning in the school. They share the headteacher's ambitions for a school that is outstanding and are working diligently to move the school towards this.

### It is not yet an outstanding school because

- Children in the Nursery and Reception classes do not progress as quickly as they do in other classes, because their learning is not as well planned.
- Some lower attaining pupils do not make the same progress as others in early reading skills.

## Information about this inspection

- Inspectors observed 14 lessons or parts of lessons, two of which were observed jointly with the headteacher and deputy headteacher.
- Discussions were held with the Chair of the Governing Body, other governors and a representative of the local authority, senior and middle leaders, staff and pupils.
- Inspectors observed the school's work and looked at documentation, including that relating to safeguarding procedures, records of pupils' progress, the leaders' evaluation of the school's work and the school's development plan.
- Inspectors undertook an examination of pupils' work in writing and mathematics, and listened to pupils in Year 3 and Year 6 read.
- Inspectors took account of 13 responses to the online questionnaire (Parent View), as well as the school's most recent survey of parents' views. They also took account of 11 questionnaires returned by staff.

## Inspection team

Moira Fitzpatrick, Lead inspector

Additional Inspector

Anne Vernon

Additional Inspector

## Full report

### Information about this school

- The school is slightly smaller than the average size primary.
- The proportion of pupils who are supported by the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils supported by school action is high, while the proportion supported at school action plus or with a statement of special educational needs is average.
- The majority of pupils are of White British heritage and very few speak English as an additional language.
- The school met the government's current floor standards in 2013, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been a number of staff changes recently, including the appointment of a deputy headteacher in September 2013.
- In May 2013, a burst water pipe caused the school to be evacuated; all pupils were sent home apart from Year 6 who were sitting their Standard Assessment Tests.

### What does the school need to do to improve further?

- Accelerate children's progress and improve what is on offer to them in the Nursery and Reception classes so that they are better prepared for learning in Year 1 by:
  - expecting more of children in each session
  - reviewing children's learning, so that they become skilled at recalling what they have learned and use language more fluently to describe this, thus allowing staff to be more aware of what learning is taking place
  - significantly increasing daily opportunities for children to develop early reading, writing and mathematical skills and knowledge, and monitoring children's access and participation in these activities
  - ensuring that children are provided with, and are encouraged to be involved in, a wider range of activities than at present, which are easily accessible
  - establishing simple routines and expectations so that children develop more confidence and sustain interest in their activities for longer periods of time.
- Improve the organisation of the teaching of letters and the sounds they make (phonics) so that lower attaining pupils make the same good progress as others by:
  - using the good assessment information that teachers have of pupils' knowledge of letter sounds to set work that more accurately matches their ability
  - continue to regularly review pupils' progress in phonics and make use of this information to move them on as soon as individuals are ready for their next stage of learning.

## Inspection judgements

### The achievement of pupils

is good

- Children join the Nursery class with skills that are below those typical for their age. Progress during their time in Nursery and Reception classes is variable because too few opportunities are provided for children to move on to new learning. This slows their progress in gaining reading, writing and mathematics skills. Nevertheless, improved teaching in the Reception class has seen an increase in the proportion of children who are ready for the challenges of Year 1, although there is still a significant minority who are below typical levels for their age in language and mathematical development.
- Progress improves in Years 1 and 2, so that pupils make good gains in their reading, writing and mathematical skills. In 2013, the proportion of Year 1 pupils reaching the average standard in phonics was above that found nationally. Pupils currently in Year 2 are on track to reach average standards in reading, writing and mathematics by the end of the term. This represents good progress and a good recovery from a dip in attainment in 2013, when standards were well below average.
- Those pupils who underachieved in 2013, and are now in Year 3, have benefited from the school's robust response to this. As a result, these pupils have made excellent gains this year to reach the average level for their age, and for many to exceed it. This is due to high quality assessment and planning, and good teaching, which has increased pupils' confidence and accelerated their progress.
- Inspection evidence and school data confirm that good and sometimes outstanding pupils' progress has driven up standards in English and mathematics by the end of Year 6. Pupils' performance this year is on course to exceed that of 2013, with more pupils reaching the higher Levels 5 and 6 in all subjects. Across the school, standards are rising rapidly in mathematics, because staff have responded to training and the new practices introduced to make the subject more interesting and relevant for pupils.
- The vast majority of pupils read fluently and with good understanding. Those who do not reach the expected level for their age receive additional support to help them to catch up. The recently introduced programme to teach reading skills is increasingly effective, as staff develop their expertise. Senior leaders recognise that currently, the way that the teaching of this programme has been organised has disadvantaged some pupils, particularly those with lower attainment.
- Pupils' skills in writing have improved rapidly this year because of the frequent, well-planned writing challenges in all subjects, which motivate pupils extremely well.
- The most able pupils are well challenged because improvements to the school's tracking system help teachers to set the right level of work for them. Pupils are then fired with enthusiasm by the demanding tasks they are set and work hard to please their teachers.
- Disabled pupils and those who have special educational needs also benefit from regular checks on their progress. This ensures that additional support for these pupils is well targeted. Good planning between teachers and teaching assistants ensures these pupils make the same good progress as their classmates.
- The pupil premium funding is well used to ensure that the achievement of pupils who are known to be eligible for free school meals matches that of other pupils. Examination results and current data show there is no difference in the attainment of these pupils and others in the school. Overall, the school ensures that pupils in all groups have equal opportunities to succeed.

### The quality of teaching

is good

- Teaching and learning have improved well since the previous inspection. There is now a higher proportion of outstanding teaching, which is used as a model to support all staff to improve their skills further.
- Improved systems to assess and track pupils' learning are accelerating pupils' progress. More

regular and accurate checks give teachers an up-to-date picture of pupils' needs. Planning takes good account of pupils' different needs, and activities provide the right starting point for individuals, which means all pupils start work promptly and use the time well for learning. The exception is in phonics, where the organisation of the teaching of this skill limits the progress of some pupils, particularly that of the lower attaining pupils.

- Teachers' high expectations of pupils' effort and perseverance are features of many lessons. Pupils are regularly set tasks that require them to think hard and work together. Year 3 pupils relished the challenge of working together to find the properties of two-dimensional shapes. All groups made rapid progress in finding the number of sides and right angles, then enjoyed the next task of inventing questions to challenge each other further. By the end of the lesson, all ability groups had made excellent progress in their mathematical thinking and understanding.
- Skilful questioning, which assesses pupils' knowledge and then develops their thinking further is often used as a starting point for new learning. Year 2 pupils were thrilled when they were asked to 'act out' a verb which others had to guess. The teacher's carefully targeted questions quickly helped to widen pupils' vocabulary so they were able to suggest many alternatives after some hard thinking. They were delighted with their efforts and raring to get on to the next activity to apply their new learning.
- Imaginative tasks and creative resources give pupils the opportunity to think for themselves and produce highly individual work. For example, Year 6 pupils showed great tenacity and enjoyment when they prepared play-scripts based on the Red Riding Hood story. They particularly enjoyed deciding on the star sign which would best fit the different characters, so they were thinking hard and making decisions without realising how quickly they were progressing.
- Children in the Nursery and Reception classes make the most progress when taught together, for example, when they are taught early reading skills. However, these sessions are very short and are not balanced well enough to extend children's knowledge or allow them to apply new skills thoroughly. Their learning is not as productive when they work or play on their own. This is partly because the activities on offer fail to fully interest children or are not easily accessible.

## **The behaviour and safety of pupils** are good

- The behaviour of pupils is good.
- Pupils behave well in and out of the classroom; the playground is a happy and harmonious place at break times. Pupils are thoughtful and considerate of each other and are welcoming and polite to visitors. School records show that this behaviour is typical over time.
- Pupils have consistently good attitudes to learning. Sometimes attitudes are excellent when the level of challenge is high and classroom routines are well established. Pupils show enthusiasm for learning because they 'do so many interesting things, including trips', and teachers ensure they are successful learners.
- The exception is in the Nursery and Reception classes, where sometimes children's interest in learning wanes because they do not find activities that engage their interest well, nor are expectations and routines made crystal clear for the youngest children.
- The school's work to keep pupils safe and secure is good.
- Pupils are taught to assess potential risks to their well-being, such as those associated with road safety and the use of the internet. Pupils are very clear about how to use computers safely and can explain well the risks and how to avoid them.
- Pupils recognise the different types of bullying, including prejudice-based and cyber-bullying. They are adamant that bullying is rare and that when it does occur adults deal with it quickly so, 'it doesn't happen again'.
- Staff provide excellent pastoral care for pupils. They create a happy, secure school because they know the pupils so well. This means they are quick to spot any changes in pupils' mood or behaviour and to take action to support them.
- Parents unanimously agree their children are safe and well cared for in school.

**The leadership and management are good**

- The headteacher provides outstanding leadership through his passion for learning and his care for pupils and staff. The deputy headteacher has played a major part in developing the role of middle leaders and extending leadership roles to other staff. As a result, leaders at all levels demonstrate the determination and skill to accurately monitor the work of the school and to make further improvements.
- Improvements to systems to monitor pupils' learning have had a significant impact on accelerating progress. They ensure that any slowing in progress is quickly spotted and remedial action is taken, so that any differences in performance between subjects is reduced quickly.
- Staff performance is well managed. Senior leaders effectively share good practice and provide good quality training to staff to support the school's priorities. There is a clear link between teachers' performance and their salary progression.
- The outstanding curriculum is planned to develop basic skills and to nurture a love of learning in pupils, by following their interests and developing their talents. Staff are adept at knowing when to extend topics to give pupils time to satisfy their curiosity and learn all they want. This aspect is not as well developed in the Early Years Foundation Stage as elsewhere in the school.
- The school uses the primary sport funding effectively to promote active lifestyles and extend pupils' physical skills. For example, through participation in the local Sports Partnership, pupils have improved their athletics skills and had more opportunities to take part in sporting competitions.
- The local authority provides effective support by providing good quality training for staff.
- **The governance of the school:**
  - Governors have a good grasp of the school's performance, including the quality of teaching, and were robust in holding it to account over the dip in performance in 2013. They hold teachers to account for pupils' learning, only rewarding those who meet their targets. They manage finances carefully to ensure the school gets good value for money, and know that funding for pupils who are eligible for the pupil premium has been well used to ensure the achievement of these pupils matches that of others in the school. Governors are regular visitors to the school to hold meetings with middle leaders to check on aspects of the school's progress. They ensure that safeguarding meets requirements so that pupils and staff are safe and secure on site.

## 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

<b>Unique reference number</b>	114095
<b>Local authority</b>	Durham
<b>Inspection number</b>	439857

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Irvine
<b>Headteacher</b>	Danny Eason
<b>Date of previous school inspection</b>	23 March 2010
<b>Telephone number</b>	01740 620162
<b>Fax number</b>	01740 623739
<b>Email address</b>	fishburn@durhamlearning.net



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