

Forton Primary School

School Lane, Forton, Preston, Lancashire PR3 0AS

Inspection dates

11–12 September 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' actions to improve outcomes for pupils have had an impact. However, the quality of teaching, learning and assessment is variable, particularly in key stage 2.
- Teachers do not use assessment information to match activities to pupils' abilities.
- The most able pupils are not sufficiently challenged to make the progress of which they are capable. As a result, not enough pupils reach the higher standards.
- The teaching of mathematics and reading has improved but is not as strong as the teaching of writing.
- In mathematics, pupils have limited opportunities to develop their reasoning and problem-solving skills.
- In reading, teachers do not give pupils enough practice in developing their comprehension skills.
- Recent training has had a positive impact on the skills of subject leaders, some of whom are new to their roles. However, they are still developing the skills required to enable them to have a greater influence on teaching and learning across the curriculum.
- In the early years, some children do not make the progress of which they are capable. The newly appointed early years leader has improved assessment systems and enhanced the learning environment. However, the changes made are at an early stage of implementation and still to be embedded.

The school has the following strengths

- The headteacher has established a happy and caring school. Enthusiastic staff are committed to improving outcomes for pupils.
- Pupils enjoy the broad and balanced curriculum, including a wide range of trips and activities.
- Governors are very committed and use their skills to challenge leaders and improve standards.
- Pupils feel safe in school.
- Pupils enjoy coming to school and attend very regularly. Pupils' attendance is above the national average.
- Pupils are polite and welcoming. They are proud of their school and behave well.
- Parents and carers are very supportive of the school. They appreciate the many opportunities to visit and to support their children's learning.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment in order to raise pupils' achievement by:
 - ensuring that the most able pupils are challenged consistently across the curriculum to enable them to reach the higher standards in their learning
 - using assessment information effectively by planning activities that match pupils' abilities and provide them with sufficient challenge
 - improving pupils' reading comprehension skills at key stages 1 and 2
 - giving pupils more opportunities to develop their problem-solving and reasoning skills in mathematics.
- Improve the effectiveness of leaders by:
 - building on the actions taken to secure consistently good teaching across the school
 - enhancing middle leaders' skills and knowledge to enable them to have an even greater impact on teaching and learning across the curriculum.
- Improve the quality of teaching, learning and assessment in the early years, so that children's rates of progress improve, by:
 - embedding recent improvements to assessment systems to enable teachers to plan activities that match children's interests and learning needs more closely.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management are not good because outcomes for pupils require improvement and the quality of teaching, learning and assessment is inconsistent across the school. As a result, pupils' progress and attainment are too variable, particularly in reading and mathematics at the end of key stage 2.
- The headteacher and the governing body have an accurate view of the strengths of the school and the areas for improvement. The headteacher has wisely instigated the support of the local authority to provide additional training and support for staff development. The impact of the support is reflected in improved outcomes for pupils in writing across key stages 1 and 2. Pupils' progress in reading and mathematics also improved at the end of key stage 2 in 2018. However, leaders recognise that further improvements are needed.
- With the appointment of new teaching staff, the leadership team has established a very harmonious and enthusiastic team. Teachers are keen to achieve the very best for all pupils and they share leaders' ambitions to raise standards.
- Considerable changes in staffing means that some subject leaders are new to their role. Leaders have provided appropriate training to develop subject leadership across the school and this is starting to have an impact. Subject leaders check on pupils' learning and monitor teaching across the school. With training and support, leaders are developing their skills and confidence in using this information to improve teaching, learning and assessment.
- Leaders have planned an engaging curriculum, which is broad and balanced. Pupils study a wide range of subjects, including religious education, French and science. Pupils enjoy learning to play different instruments and the school choir sings at local and regional events and competitions.
- Leaders plan a range of engaging and aspirational trips and visits, which develop and enrich pupils' learning across the curriculum. Older pupils relish the opportunity to visit London and see the Houses of Parliament. Recently, the whole school enjoyed a science trip to a local university.
- Leaders use the primary school physical education and sport premium to build pupils' confidence and widen their experiences. Pupils develop their skills in a wide range of sports and activities. During the inspection, pupils spoke with pride of their success in a girls' football competition. The funding has been used to develop a 'mile-a-day' running track in the school grounds, which is used regularly by pupils to improve their fitness. Pupils greatly enjoyed a wheelchair basketball event arranged by a visiting Paralympian. Staff, pupils and parents take part in regular Friday morning 'wake-up' sessions before school.
- Leaders use the additional funding for disadvantaged pupils to ensure that staff quickly address gaps in learning and any additional needs these pupils have. Leaders carefully check the progress of disadvantaged pupils to ensure that the support provided has the impact that it should.
- The special educational needs coordinator is newly appointed to her role. She uses

additional funding well to provide personalised support related to the specific needs of those pupils who have special educational needs (SEN) and/or disabilities. Leaders consider pupils' views about their learning when planning support. Staff meet with parents very regularly to make sure information is shared between home and school. When needed, the school seeks external support. The school nurse is a very regular visitor to school and provides useful guidance and advice for staff and families.

- Leaders promote pupils' spiritual, moral, social and cultural development through lessons, assemblies and events, such as charity fundraising, which the pupils help to plan and organise. Through a programme of well-planned assemblies, pupils learn about different values, such as caring for others and looking after the environment. Pupils learn to be inclusive and all are welcomed and valued.

Governance of the school

- The governing body is dedicated and knowledgeable. Since the previous inspection, a review of governance has taken place. New governors have strengthened the skills of the governing body and governors have received very effective training from the local authority.
- Governors know the school very well and have an accurate understanding of its strengths and weaknesses. They use their skills to check on the effectiveness of teaching and provide effective challenge to the leaders. Governors share the headteacher's determination and ambition to improve teaching and learning so that pupils achieve well across the curriculum, including in mathematics and reading. They recognise the improvements that have been made, including in pupils' outcomes in writing.
- Governors monitor the school's budget carefully and ask the right questions about the impact of spending decisions on pupils' learning. They keep a careful check on the impact that staff training has on outcomes for pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory checks are in place to ensure the suitability of adults working in school. Appropriate checks are made on visitors when they arrive at the school.
- Leaders ensure that pupils' safety is a high priority and that staff are vigilant. They make sure that staff receive regular and appropriate training to identify any signs of possible danger or potential abuse. Leaders have created a safe and caring culture in which pupils feel confident that they have someone to talk with if they are worried. Pupils spoken with during the inspection said that they feel safe in school.
- The procedures for reporting any incidents or concerns are very clear and understood by staff. Staff provide timely support when pupils miss education due to being frequently absent. The school works well with parents and other agencies to make sure that pupils are safe.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is inconsistent across the school and across subjects. This is most evident in key stage 2. Pupils, including the most able, have not made consistently good progress in mathematics and reading by the time that they leave school.
- Teachers do not use assessment information well enough to plan activities that enable pupils to make good progress. Work is sometimes too easy or too difficult. The most able pupils are not challenged to do their best and achieve well across the curriculum because teachers' expectations are too low.
- Improving the teaching of mathematics is a priority. Across the school, pupils develop their confidence in number, including place value and written calculations. Pupils calculate mentally with confidence and accuracy. However, some teachers provide too few opportunities for pupils to develop their reasoning and problem-solving skills and to tackle tricky work. This means that some pupils, including the most able, do not make the progress of which they are capable.
- Pupils quickly develop their phonics skills and read with confidence and fluency. Teachers and teaching assistants check pupils' learning regularly to ensure that teaching is closely matched to pupils' abilities. Pupils falling behind are given extra support to get them back on track.
- Although pupils are fluent readers, pupils' progress in reading is variable. This is because pupils' comprehension skills are not as well developed as their fluency in reading. Although pupils have access to a range of quality and challenging texts, they are not taught reading skills, such as inference, well enough. Leaders have taken steps to improve how reading comprehension skills are taught but these improvements are still at an early stage.
- The quality of work in pupils' books, results from tests and the school's checks on pupils' learning all show that improvements in writing have been embedded. Pupils write appropriately for a range of different purposes and accurately use their grammar, punctuation and spelling skills in their writing. Handwriting is neat and well formed.
- Across the school, teaching assistants provide valuable support for pupils, including those who have SEN and/or disabilities. They know these pupils well and support individuals and small groups with their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff know pupils and their families very well. The emotional needs of vulnerable pupils are well met through a range of initiatives and opportunities. Activities such as yoga are used to help pupils relax and manage stress. In assemblies, pupils are taught to be calm and reflective.
- Older pupils enjoy leadership opportunities, including prefect and house captain roles. The members of the active school council take part in decision making, such as improvements to the playground. Pupils develop their confidence by regularly leading whole-school assemblies.

- Pupils are taught how to stay safe, both online and in the wider community. Pupils lead assemblies on online safety. The pupils spoken with during the inspection are confident that staff listen to any concerns that they have and take action to help them.
- Pupils value their school and wear their smart uniforms with pride. They take great care in their work and their workbooks are neat and well presented. Staff teach pupils to value differences and to welcome all. Pupils warmly welcome new pupils to school and help them settle in and make new friends. Through a range of activities, staff teach pupils to value other cultures and religions. For example, pupils described how they enjoyed learning about Buddhism from a visiting monk.
- Through the curriculum, pupils develop a clear understanding of how to choose a healthy lifestyle, including diet and exercise. Pupils enjoy using the 'mile-a-day' running track. Leaders provide a wide range of clubs and activities to develop pupils' skills and their enjoyment of sport, including archery, basketball, cricket and football.
- Staff teach pupils to be thoughtful and considerate to others. Pupils take part in charitable fundraising events. They show respect for each other and for the environment.
- Pupils are given opportunities to develop their independence and resilience. Whole-school outdoor and adventurous trips encourage pupils to take part in team-building activities and to enjoy new experiences, such as climbing and canoeing. Older pupils enjoy residential trips and visits to cities, including London. These experiences help to develop pupils' confidence and prepare them well for their next stage of education.
- In some lessons, pupils lack independence and are over-reliant on adult help when work gets difficult.

Behaviour

- The behaviour of pupils is good. They are polite and very welcoming and are a credit to their school. Leaders have created a warm and friendly atmosphere and pupils clearly enjoy being in school. Pupils care for each other and are respectful to adults.
- Pupils report that incidents of bullying are very rare, and staff deal quickly with any misbehaviour. Staff, pupils and parents agree that pupils behave well. In classes, most pupils listen attentively and work cooperatively. Minor lapses in attention are sometimes due to work being too difficult. Pupils move calmly and quietly around school.
- Attendance is a strength of the school and is above the national average. Pupils enjoy their lessons and are keen to achieve full attendance. Leaders know pupils very well and have put in place measures to quickly address any drops in their attendance.

Outcomes for pupils

Requires improvement

- In 2017, the proportions reaching expected and higher standards by the end of Year 6 were below national averages in reading, writing and mathematics. Pupils' progress in

these subjects was well below average.

- Leaders have taken steps to improve outcomes for pupils in key stage 2. Provisional data shows that at the end of Year 6 in 2018, pupils' progress in writing had improved considerably. Work scrutiny and the school's checks on progress confirm that pupils in key stage 2 achieve well in their writing. In mathematics and reading, recent improvements are beginning to have an impact and standards are rising. However, there is more to do to improve outcomes for pupils. Pupils, including the most able, do not make the progress of which they are capable in these subjects. Across the curriculum, too few pupils reach the higher standards.
- By the end of Year 1, pupils' attainment in phonics is above the national average. Staff teach phonics progressively and carefully build on the sounds pupils have learned in previous lessons. Pupils read regularly and with fluency and they use their phonics knowledge in their writing. Staff provide those pupils working below the expected standard with carefully planned lessons to help them make good progress.
- Most pupils achieve well in key stage 1. The proportion of pupils achieving expected standards by the end of key stage 1 is above the national average. However, in some lessons, the most able pupils are not challenged enough to make the rapid progress of which they are capable.
- Disadvantaged pupils are known very well to staff in this small and nurturing school. Leaders plan additional support to ensure that these pupils make the progress of which they are capable.
- Pupils who have SEN and/or disabilities receive carefully planned teaching to make sure that they make appropriate progress from their varied starting points.

Early years provision

Requires improvement

- Children start the early years with skills which are broadly in line with those expected for their age. In 2018, the proportion of children achieving a good level of development was lower than in previous years. The progress of children was variable. Checks on children's learning lacked precision and leaders identified that teaching required improvement.
- Leaders have an accurate and honest view of the improvements needed in the early years. They have provided comprehensive training for staff new to the early years and this is already having an impact. Leaders and staff share a determination to improve the progress that children make in their learning.
- The newly appointed leader has wasted no time in improving provision in the early years. The well-resourced and attractive indoor and outdoor classrooms contain a wealth of opportunities to play and learn. Carefully planned and engaging activities support children's learning across different areas. Children enjoy plenty of interesting activities to develop their skills in mathematics and literacy. For example, during the inspection, a small group of children were having great fun hunting for different shapes in the exciting and engaging outdoor area.
- Adults observe and interact with children as they play and learn. They use questions to help children make links in their learning with things that they have done before. Children are engrossed in their learning and play cooperatively. This is because the

activities that staff have planned hold children's interest and attention.

- Leaders have considerably improved the assessment procedures in the early years. They have clear systems to check how well children are learning and to plan next steps carefully to match children's needs. Careful and accurate observations are made when children start school to make sure adults have a good understanding of children's abilities.
- Children are safe and looked after well. The environment is safe and secure, and children use equipment safely. Risk assessments and first aid provision are in place. All welfare requirements are met. Adults supervise children well in the indoor and outdoor classrooms. Children are calm and behave well, following instructions and working cooperatively together.
- Leaders have put plans in place to use additional funding to improve outcomes for disadvantaged children, for example by providing more time for children to read.
- Leaders make sure that there is good communication with parents. Parents are invited to a weekly drop-in session to see what their children have been learning during the week. Useful workshops are held on a regular basis to inform parents about how to support their children's learning, including in phonics. Parents say they are well informed about their children's progress.
- There is an appropriate system in place to ensure that children make a smooth and successful start to school. Staff observe children in their nursery settings and meet with other professionals and with parents. This ensures that children are known well before starting school. Leaders ensure that children starting in the school's Nursery Year can build up the hours they attend gradually, to develop children's confidence over time. During the inspection, new starters to school were very well settled, playing with confidence and enjoyment.
- All children in this small and friendly school are known by staff. Older pupils play with younger children and they mix well in after-school clubs and at playtimes. As a result, children moving into Year 1 are confident with the transition to their new class. Leaders have identified that children in the early years need to develop their independent learning to help them with the challenges of Year 1.

School details

Unique reference number	119128
Local authority	Lancashire
Inspection number	10045901

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Janet Huddart
Headteacher	Lorna Boase
Telephone number	01524 791188
Website	www.fortonschool.co.uk
Email address	head@forton.lancs.sch.uk
Date of previous inspection	10–11 June 2014

Information about this school

- This is smaller than the average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of pupils who have SEN and/or disabilities is lower than the national average.
- The proportion of disadvantaged pupils is lower than the national average.
- The local authority is providing support to improve teaching, learning and assessment.

Information about this inspection

- The inspector observed teaching and learning in all classes. Sessions were observed jointly with the headteacher.
- The inspector met with representatives of the governing body, including the chair of the governing body, and with representatives of the local authority.
- The inspector met with eight pupils from key stage 2 and talked with pupils in classes and around the school.
- The inspector listened to a small number of pupils from Year 2 and Year 6 read.
- A range of pupils' books and tracking records were scrutinised with the headteacher.
- The inspector spoke with a number of parents to seek their views and took into account the 23 responses to Parent View, Ofsted's online questionnaire, including free-text responses.
- The inspector scrutinised a variety of documentation, including the school's own self-evaluation and development plan, minutes of governing body meetings and records relating to pupils' behaviour and attendance. A range of documentation regarding safeguarding was scrutinised.

Inspection team

Elizabeth Stevens, lead inspector

Her Majesty's Inspector

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Manchester
M1 2WD

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