

Fishburn Primary School

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

Inspection dates

20–21 March 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
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 and governors are tenacious in improving pupils' well-being. However, they do not apply the same rigour to raising standards and improving the quality of teaching across the whole school.
- The quality of teaching, learning and assessment is variable. Assessment information is not used well enough by some teachers.
- Pupils' attainment in reading (including phonics), writing and mathematics at the end of key stage 1 is lower than in other schools nationally.
- Learning tasks are not consistently matched well to the needs of individual pupils across classes. Consequently, pupils sometimes misbehave, disrupting their own learning and that of other pupils.
- Middle leaders, including the special educational needs coordinator (SENCo), require further training and support to help them monitor and evaluate the impact of their work.
- The good practice in school is not shared widely enough to develop the practice of all teachers to improve pupils' learning across the curriculum.
- Leaders have not established a consistent approach to the teaching of reading. Although many pupils read regularly with adults, books for younger pupils are not accurately matched to their phonic ability. Across key stages, practice is variable.
- The teaching of phonics is not good enough. The proportion of pupils achieving the required standard in the Year 1 phonics check and the Year 2 recheck has been below the national average for the past three years.
- Recent recommendations from the local authority to improve the quality of teaching have yet to be fully implemented so that they impact on outcomes.

The school has the following strengths

- Relationships are a strength throughout the school.
- Leaders care well for vulnerable pupils and their families.
- The curriculum provides a wide range of enrichment activities to extend pupils' learning.
- The school is an inclusive community where pupils feel safe and enjoy learning.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management at all levels by:
 - ensuring that leaders continue to make full use of high-quality external support in order to accelerate school improvement
 - developing the roles of middle leaders by enabling them to share good practice and work with colleagues to improve the quality of teaching
 - acting immediately upon the recommendations made in the review of governance, so that leaders are held fully accountable for the progress of all groups of pupils
 - making sure that all adults who have contact with pupils are trained in the most up-to-date safeguarding policies
 - checking that school behaviour policies are consistently applied, to reduce low-level disruption in class.
- Improve teaching and learning and secure better outcomes for pupils, including those who are disadvantaged, by ensuring that:
 - teachers make good use of assessment information to set work at the right level for pupils, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils and the most able
 - there are systems to support pupils who join the school during the academic year so that progress and outcomes are not affected
 - teachers provide clear feedback to pupils on how to improve their work
 - teachers consistently check on the progress of pupils in lessons, including those working under the supervision of teaching assistants.
- Secure consistency in the quality of good or better teaching across every key stage by ensuring that:
 - leaders and managers urgently tackle weaknesses in teaching
 - whole-school approaches to the teaching of English and mathematics are embedded
 - teachers are provided with clear feedback so that they understand how to improve their teaching
 - reading activities are specifically matched to pupils' prior attainment and capabilities
 - there is a consistent and high-quality approach to the teaching of phonics.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors have not fully addressed the key priorities from the previous inspection. Rates of progress and levels of attainment have not improved sufficiently in the early years or key stage 1. Good teaching and effective interventions at the end of key stage 2 help pupils to catch up and ensure that they are prepared for the next stage in education.
- Senior leaders have not successfully tackled inconsistencies in the quality of teaching. As a result, pupils at the end of key stage 1 have gaps in their knowledge, particularly in reading, writing and mathematics.
- Leaders and governors have a good understanding of the community the school serves. The school knows the families well and assesses their needs quickly when pupils join the school.
- Since the last inspection, plans for spending pupil premium funding have been made more detailed and success is measured on a half-termly basis. This is starting to have an impact for pupils receiving support for sensory and attention difficulties. These pupils are calmer and better able to access the curriculum now.
- Pupils with sensory and attention difficulties are well supported with an adapted curriculum. Much has been done to develop support plans for pupils with SEND. Leaders can identify aspects of improvement, but acknowledge that the current assessment system does not support leaders well in evaluating the progress of these pupils. Key policies regarding SEND are not reviewed on a regular basis and are therefore not up to date.
- Middle leaders are developing in their roles. They have a clear understanding of the areas for development and feel well supported by the local authority, links with Durham University and a local teaching-school alliance. However, monitoring, evaluation and development of the quality of teaching and learning are not yet effective across the whole school.
- The sports premium is used well. Funds allow pupils to participate in a wide range of competitive events and a range of extra-curricular sports such as taekwondo, dance, gymnastics, basketball and tennis. Staff training has also been provided to ensure that teachers have the skills needed to teach high-quality physical education (PE). As a result, teachers are able to plan for progression for all groups of learners, including those pupils with SEND.
- Leaders are developing the curriculum around quality texts to broaden pupils' vocabulary and give them a wider range of experiences. Teachers build upon pupils' prior learning and develop a progression in skills in subjects across the curriculum. This work is at an early stage of development and is not yet effective in all year groups. The curriculum is enriched by educational visits to museums and places of interest linked to topic themes such as the Romans.
- Pupils' personal, social, moral and cultural development is valued by the headteacher and school leaders. Pupils talk with enthusiasm about the charities they support. The school's key values are care and acceptance of everyone. The school council enjoys the

opportunities to take on responsibilities and promote improvement for pupils. This develops pupils' confidence and cooperative skills.

- Challenge and support from the local authority has started to take effect in helping leaders respond to weaknesses identified at the last inspection. Recommendations following reviews are clear and set out the key points for improvement. The school has links with a range of providers to bring about school improvement. The benefit of these links is yet to be seen in pupils' outcomes.

Governance of the school

- Governors understand the main priorities for the school. They challenge leaders on details and actions concerning pupils' behaviour. They ask questions of leaders which enable them to have a clearer insight into the school's work. However, governors do not test out what they are told about teaching, learning and pupils' progress. This lessens the effectiveness of their work.
- Governors are aware of how the additional funding the school receives is used. They ensure that checks are made on the impact made by additional funding received by the school. However, they do not discuss finance in terms of school priorities.
- Governors receive safeguarding information from the headteacher. They were aware that 'Keeping children safe in education' has been updated this year, and could talk about governor responsibilities linked to child protection. However, they are not aware of the most current issues affecting pupils, such as county lines.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors fulfil their duties to ensure that pupils are kept safe. Appropriate checks are carried out to ensure that adults working with pupils are suitable to do so.
- Leaders took swift action after a recent flood, to ensure that safe entry and exit systems were in place. The site is well monitored so that hazards and potential risks to pupils and staff are minimised.
- Leaders work with a number of external agencies to ensure that vulnerable pupils are supported. The school nurse, the educational psychologist and speech and language therapists are among those partners working with the school to meet the needs of families.
- Pupils are taught well about how to keep themselves safe. They are clear about how to keep safe online. Pupils said they feel safe in school and know who will help them if they have a problem.
- All relevant training is up to date. However, there are some non-teaching staff who do not receive training. Some members of staff said updates to safeguarding information are not shared in a timely way.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is not yet good across the school, and therefore requires improvement. Teaching is strongest in upper key stage 2 classes, where teachers use their strong subject knowledge effectively; they model expectations clearly and ensure that pupils' misconceptions are addressed quickly. These teachers use assessments well to set out work which is matched closely to pupils' needs, and useful feedback enables pupils to improve their work. Pupils are keen to come into school early, to practise their reading. They are enthusiastic about learning.
- Where teaching is not yet consistently good, teachers do not use assessment information to plan and sequence units of work. Progress of pupils in key stage 1 is slowed because learning activities are not structured to develop pupils' skills, and do not build on prior knowledge. Teachers' feedback does not direct pupils to improve their work.
- There are several new approaches to the teaching of English and mathematics. Teachers are at varying stages of confidence, which means that these new methods are not consistently effective in maximising pupils' learning. This is particularly the case in key stage 1.
- Where the teaching of English is having positive results, learning steps are broken down into logical sequences and constructive feedback is given by the teacher. Pupils engage well in the subject matter because it interests and stimulates them. Pupils' behaviour in these lessons generates a productive learning environment. Where teaching is ineffective, progression in phonic development is not systematic and activities are not matched to the needs of the pupils, so a large proportion of learners lose their focus.
- In mathematics, inconsistent application of the new calculation policy means that progress is inconsistent across the whole of the school. In particular, lower-ability pupils are not provided with the necessary support from effective teacher modelling and do not have access to resources in order to bridge gaps in knowledge and understanding. Progress for lower-ability pupils is therefore limited.
- Links with Durham University science graduates are ensuring that the science curriculum is appropriately planned and delivered. Pupils' understanding of vocabulary and processes builds year upon year. There are, however, limited opportunities for early practical work to deepen understanding.
- The teaching of phonics is not good enough across all year groups and classes. By the time pupils move into Year 2, they are not routinely applying their phonics skills. Reading books in key stage 1 are not accurately matched to pupils' phonic ability. Some pupils, therefore, said they find reading too difficult and do not enjoy it. Teachers struggle to meet the needs that result from the range of abilities in some classes. Therefore, pupils lack engagement and most-able pupils spend too much time covering work they can already do.
- Specialist music and art teachers work across the school. Many pupils sing in the school choir and play a musical instrument. Inspectors saw and heard high-quality art and music produced by the pupils.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- School leaders are enthusiastic about supporting all pupils, especially the most vulnerable. The headteacher seeks support from various external services to help pupils and their families in the community. This work enables pupils to be more receptive to learning.
- The school works hard to develop pupils' social skills. There are positive relationships between pupils and staff. In key stage 2, this supports the good attitudes that pupils have towards their work.
- Pupils know how to keep themselves safe online. They understand the different types of bullying, including bullying about a person's race or religion, but said that it is rare. Records of behaviour confirm this.
- Pupils' physical welfare is promoted through a variety of sports. Fitness is developed through a range of sporting competitions and extra-curricular clubs. Pupils appreciate the diverse opportunities and speak highly of PE provision at the school. They recognise the links between PE and healthy lifestyles, including mental well-being.
- The designated safeguarding leads actively seek opportunities to widen the experiences of pupils. This is done through educational visits and visitors to the school, as well as extra-curricular opportunities, to enhance pupils' awareness of the world around them. There is a strong focus on encouraging pupils to think about caring for their local community.

Behaviour

- The behaviour of pupils requires improvement. Most pupils behave well, but where teaching is not matched carefully to their needs, pupils lose interest in learning and distract others.
- The school has a clear behaviour management policy, but this is not consistently applied by staff throughout the school. Some pupils experience sanctions which are different to those stated in the policy.
- Pupils move safely and sensibly around the school. They are well supervised at breaktimes and during lunchtime to ensure that they are kept safe. Although pupils demonstrate respect towards adults, they do not always show respect towards each other.
- Leaders have, rightly, identified the need to improve attendance and this focus has been rigorous and effective. School leaders are passionate about supporting all pupils, especially the most vulnerable. There are systems in place to support parents and challenge where needed. As a result, absence and persistent absence have been below average for the last two years.

Outcomes for pupils

Requires improvement

- Outcomes require improvement because inconsistencies in the quality of teaching, learning and assessment are preventing pupils in some year groups from making the progress from their different starting points that should be expected of them.
- At key stage 2, over time, pupils have generally made typical progress in reading, writing and mathematics. However, progress has not been strong enough to enable sufficient proportions to reach expected or higher standards in these subjects.
- The school's latest assessment information and work in pupils' books show that faster progress towards the end of key stage 2 is helping pupils to catch up with their peers nationally.
- Disadvantaged pupils in all key stages are generally less successful in reading, writing and mathematics than their non-disadvantaged peers.
- Pupils with SEND make variable progress in their learning. Many of these pupils have social, emotional and mental-health problems, and access an adapted curriculum to meet their needs.
- In key stage 1, pupils' attainment in reading and writing has been below average for the last three years. It has also been below average in mathematics in two out of the last three years.
- The proportion of pupils meeting the expected standard in the Year 1 and Year 2 phonics screening tests has been stubbornly below that of other pupils nationally. This is due to inconsistencies in teaching over time. Many pupils do not have the phonics skills required to help them pronounce unfamiliar words accurately.
- Pupils' good progress in upper key stage 2 helps them to leave the school prepared for continuing their journeys at secondary school. These pupils are self-confident and enthusiastic about their education.

Early years provision

Requires improvement

- Children join the Nursery and the Reception classes with language skills below those typical for their age. Not all children join Reception class having attended Nursery; some come with no pre-school experience.
- Outcomes in early years have been variable over time, although the proportion of children achieving a good level of development rose in 2018. While the progress of most children is secure, not enough of them make a good start in reading.
- Recent support from the local authority has ensured that the early years leader has an accurate picture of the strengths and weaknesses of early years.
- Teachers are now using assessment systems more effectively to plan learning around children's interests. Learning journeys record children's achievements and are more accurate at reflecting what they are able to do. However, in some areas, play is not challenging children or enabling them to make the rapid progress they need in order to be ready for the transition to Year 1.

- Phonic sessions provide opportunities for children to apply their knowledge of letters and sounds in their reading and writing. However, tasks are not always well matched to the ability of children and so progress slows down.
- Disadvantaged children are identified early and they are fully included in all activities. Pupil premium expenditure is being used to enrich children's language skills. However, leaders have been less effective in using this funding to develop these children's phonic skills.
- Children with SEND are quickly identified and appropriate support is put in place for them.
- Relationships between adults and children are warm and positive. Inspectors saw a child's birthday being celebrated, where all of the children in Nursery sang 'Happy Birthday'. They all cooperated to make a birthday garden outdoors, using coloured wool and twigs. Staff ensure that children are well looked after and that all statutory welfare requirements are met.
- Children are confident, polite and respectful. The lead inspector observed children playing together positively and developing the ability to self-manage behaviour and emotions when they were making a 'wolf's house' out of large construction materials.
- There are good partnerships between the early years provision and external agencies, such as the school nurse and speech and language therapy. This ensures that additional specialist support is provided for children who need it.

School details

Unique reference number	114095
Local authority	Durham
Inspection number	10059073

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	John Irvine
Headteacher	Danny Eason
Telephone number	01740 620 162
Website	www.fishburn.durham.sch.uk/
Email address	fishburn@durhamlearning.net
Date of previous inspection	15 June 2018

Information about this school

- This school is slightly smaller than the average-sized primary school.
- In the early years, children in the Nursery are offered placements of up to 34 hours per week.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who speak English as an additional language is below average.
- Most pupils are from White British heritage.
- A higher proportion of pupils join or leave the school throughout the academic year than is found nationally.
- The school has received support from the local authority since the previous inspection.
- The school operates a breakfast club and an after-school club.

Information about this inspection

- This full inspection was carried out in light of the inspection findings identified at the time of the school's short inspection, carried out under section 8 of the Education Act 2005, in June 2018.
- Inspectors observed teaching and learning in all year groups.
- The lead inspector met with the chair and vice-chair of the governing body, and met separately with the school's education development adviser.
- Inspectors met with pupils and observed pupils at breaktimes and lunchtimes.
- Inspectors looked at pupils' work in books from a variety of subjects, to evaluate learning and progress over time.
- The lead inspector heard some pupils from Year 1, Year 2 and Year 6 read.
- An inspector met with the designated safeguarding lead to review a range of documents, including safe recruitment checks, first aid arrangements, child protection records and behaviour logs.
- The lead inspector held several meetings with the headteacher to discuss areas for improvement and the school's self-evaluation review and development plan.
- Inspectors also held discussions with the SENCo, early years leader, subject leaders and members of the lunchtime and cleaning staff.
- The lead inspector met with a group of pupils from key stages 1 and 2 to discuss their learning and aspects of safety.
- An inspector spoke to parents at the beginning of the school day and the lead inspector considered 11 responses from Ofsted's online survey, Parent View. Inspectors also considered 11 responses to Ofsted's staff questionnaire.
- A wide range of documents were scrutinised, including information on pupils' progress and attainment, attendance, the monitoring and evaluation of teaching and learning, the use of additional funding, minutes of governing body meetings and the local authority's school effectiveness review.
- Inspectors evaluated the support plans for pupils with SEND.

Inspection team

Kathryn McDonald, lead inspector	Ofsted Inspector
Andrew James	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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