

# Fishburn Primary School

## Inspection report

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<b>Unique Reference Number</b>	114095
<b>Local Authority</b>	Durham
<b>Inspection number</b>	338295
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Gordon Potter

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

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<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>	Mr John Irvine
<b>Headteacher</b>	Mr Danny Eason
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	East View Fishburn Stockton-on-Tees TS21 4AU
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons taught by nine teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised 40 questionnaires returned by parents and carers as well as questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching and whether it leads to pupils making consistently good or better progress, especially in mathematics
- the quality of the school's data about pupils' progress and how this is helping to raise standards
- the effectiveness of the school's monitoring and evaluation of strategies designed to raise attainment.

## Information about the school

This is a school of average size. The proportion of pupils eligible for free school meals is above average. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well above average. The school achieved the Durham Environment Award, Activemark and the Healthy Schools Award in 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

In this good school, pupils enjoy their learning because teaching is good and teachers make lessons fun. This has brought about rising standards so that pupils' attainment is typically broadly average, overall, and results in national tests in 2009 reached above average in English and science. In mathematics, standards are not as high because the application of the hands-on, experimental, practical approaches that have been so successful in improving pupils' writing and their work in science have not yet been fully implemented. In the past, progress has been inconsistent between groups of pupils and across key stages. However, good steps have been taken to remedy this, such as the introduction of more active learning in Key Stage 1 and strategies to raise boys' attainment, so that all groups of pupils now make good progress. Information about pupils' attainment is effectively used to target underachievement and monitor progress. Although teaching is imaginative and inspires pupils so that they enjoy their learning, systems for checking their rate of learning in lessons and how well they are progressing towards their individual targets are not always used effectively.

Pupils take full advantage of the school's many sporting activities and they know how to stay healthy. They behave well and say that the rare disruptions to their learning from a very few pupils are well managed by teachers. They feel safe because the school acts upon their concerns and suggestions. Pupils contribute positively to school life and to developments in the local community. The school has made successful attempts to lower rates of persistent absenteeism. Although attendance is broadly average, a few families still do not see the benefits of sending their children to school. Well-developed language skills and confident use of information and communication technology mean that pupils' economic awareness is good.

The school's commitment to community cohesion and to developing pupils' understanding of their local heritage, the multicultural make-up of modern British society and the wider world contribute effectively to pupils' good spiritual, moral, social and cultural development. The headteacher is highly respected in school and in the community for the way he has led the school to significant improvement. The school's clear and accurate self-evaluation has allowed it to identify those areas which have brought about improvement. The school's self-evaluation is therefore good and, in the light of the improvement already achieved, the school has good capacity to improve. It provides good value for money. While there are clear practices in the senior leadership team to review the work in classrooms, there is a lack of a systematic approach to those managerial and administrative practices allowing for the monitoring and the evaluation of policies in other areas of school life.

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

- Raise attainment, especially in mathematics, by 2011 by:
  - ensuring that data are well used so that work is well matched to the needs of individual pupils
  - using marking and target setting effectively and consistently so that pupils are clear about the level of their work and how they can attain the next level
  - planning work so that it is clear what pupils will learn and checking throughout lessons that they are making progress against the objectives.
- Ensure that leaders at all levels rigorously and systematically monitor and evaluate the implementation and effectiveness of all school policies.
- Improve attendance by working closely with families to help them ensure that their children come to school regularly.

## Outcomes for individuals and groups of pupils

2

The extent to which pupils achieve in and enjoy their learning is good. Pupils behave well, have good attitudes and working relationships in lessons and show great keenness to do well in their work. They especially enjoy their learning when they are involved in challenging and motivating activities and given opportunities to work and share ideas together, such as using computers to design and write travel brochures, debate about the raising of the Titanic and study where chocolate comes from.

From starting points in Nursery which are below those expected for their age, pupils reach broadly average standards by the end of Year 6. Results in the 2009 tests for 11-year-olds were above average in English and science. Results in mathematics were average because too few pupils attained the higher Level 5. There has been a significant trend of rising attainment since 2005. This is reflected in the more rapid rates of progress pupils make year on year, especially in English because of the excellent practices which help to develop pupils' writing.

In addition to their achievement in English and science, pupils' achievement is also good in sport, art and music. In information and communication technology pupils show skill and confidence in using a range of applications and appreciate the opportunity to use their skills across the curriculum. Pupils with special educational needs and/or disabilities are very well supported and demonstrate good progress and achievement.

Pupils are very aware of the importance of a healthy diet and of taking plenty of exercise through activities such as curling, and cricket practice at break time. This is reflected in their keen involvement in sporting activities, attendance at the breakfast club and take-up of healthy school meals. They care for one another well and are very polite and respectful. Pupils are proud to take on roles as playground helpers and as school council members. The latter initiated improvements to playground equipment enjoyed by all pupils. Pupils develop pride and responsibility for their neighbourhood through links with older citizens and work on the school and village environment. Pupils

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have good awareness of the world of work, enterprise activities and how to manage money through visits to workplaces and raising money for charities.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers plan lessons that involve pupils in a range of interesting and creative activities so that they can use their imaginations and accordingly enjoy their learning. Lessons have a brisk pace and pupils are allowed sufficient time to practise their skills. Teachers use clear questions to ascertain what pupils know but sometimes miss opportunities to check what pupils are learning as lessons develop. Teaching assistants are particularly skilful at supporting the needs and developing the learning of all groups of pupils, including those with special educational needs and/or disabilities. Teachers plan lessons conscientiously but the format is inconsistent across school and there is too great an emphasis on what pupils will do rather than what they will learn so that occasionally work is not well matched to the needs of individual pupils. Marking is effective but is inconsistent in telling pupils the level of their work or what they need to do to improve it. Pupils do not always have clear targets to help them move to the next level and when

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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they do, the work they do does not always relate to specific targets.

The curriculum contributes to good achievement by offering pupils a wide range of interesting and creative activities which are increasingly based on pupils' own interests. There are well-planned opportunities for pupils to write in subjects other than English. Science lessons are based on experimentation and first-hand experience, for example the pupils visited the Fishburn Wetlands and Weardale to study rock formations. In mathematics there are too few opportunities in the day-to-day mathematics curriculum for using and applying mathematics. There is a strong focus on learning about Christianity and Islam and pupils visit churches, receive visitors from different faiths and write to children in Turkey. All pupils learn French, they enjoy physical education and art. The school provides many other activities which enrich pupils' learning, for example visits to Durham Cathedral, Beamish Museum and the Roman Fort at Arbeia. Pupils participate enthusiastically and successfully in a wide range of extra-curricular activities in sport and the arts.

All staff know the needs of individual pupils very well so that pupils benefit from the sensitive and effective care and support they receive. Provision for pupils with special educational needs and/or disabilities and for those who are vulnerable or looked after is well managed and there are effective programmes for intervention and support so that these pupils make good progress. There are strong links with a wide range of outside agencies and a developing range of strategies, including the development of family learning through the allotment project and family days, which involve parents and carers in their children's learning and in the life of the school. Well-established practices to involve parents and carers when their children enter school, good procedures as pupils move through school and close relationships with the local secondary school all ensure that pupils are confident in moving on to the next phase of their education. The school identifies those pupils who are persistent absentees and works closely with families and through the local authority to encourage attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The headteacher and senior leaders have improved the school in recent years and have a clear view of what needs to be done to make the school even better. A key feature of management is the way the headteacher offers freedom and accountability to subject leaders to develop their areas of responsibility, to take risks and to try new initiatives to

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improve the learning experience for pupils. This is underpinned by an effective programme of continued professional development which has brought about rapid improvements, for example in pupils' writing. Strong teamwork is a feature of the school and senior leaders involve all staff in improving the school. There is less effective monitoring of policies and practices.

The governing body has been instrumental in supporting the school through a period of significant school improvement. However, the governing body has not yet formalised its strategies to monitor work in classrooms and across school there is no systematic process for monitoring and evaluating the effectiveness of key policies. The school is proud of its inclusive nature and has very close and effective links with outside agencies. The support offered to meet the individual needs of pupils from a range of backgrounds and their families shows the school's commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any group is avoided at all times.

The school's arrangements for safeguarding pupils meet government requirements and satisfactorily secure pupils' safety. The school makes a good contribution to community cohesion. The sense of community in the school is strong and there are good links with the local community. There is a good awareness of life in other countries and a developing understanding of Britain as a diverse, multicultural society.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children typically enter Nursery with skills below levels expected for their age. However,



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the children currently in the Nursery class have skills and aptitudes which are closer to those expected nationally as a result of the strong links between the school and the recently opened and adjacent children's centre which have already had an impact on children's learning. Good teaching helps children to make good progress and they are at average standards as they enter Year 1, with weaknesses remaining in writing.

Children feel safe, show confidence and independence, are happy and settled and enjoy activities in all areas of learning, especially those where they can get wet and dirty. They share their toys, work together and behave well. The school provides an attractive, well set out and stimulating learning environment both indoors and outdoors in which children develop their skills and curiosity. A range of healthy snacks and drinking water help children develop an understanding of how to stay healthy. Staff ensure that requirements to ensure children's safety are met. The leader of the Early Years Foundation Stage has a very clear understanding of how children learn so there is a good balance of activities which encourage exploration and active learning, although as yet there are too few structured activities to support writing.

There is much useful information about children and their progress in their 'learning journey' records, and observation and assessment are well used to inform day-to-day planning. There are effective partnerships with parents and carers through home visits, induction days and family learning so that children settle quickly into the Nursery and Reception classes and are well-prepared for transition into Year 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Most parents and carers support the work of the school and the way it helps pupils to feel safe and enjoy a healthy lifestyle. Parents and carers are strongly supportive of the headteacher and the leadership and management of the school, the quality of teaching and the way the school meets their children's needs. A few parents and carers believe that behaviour is not well managed. Inspectors agree that there are a minority of pupils who occasionally cause disruption, but believe that the school has effective procedures to manage these pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fishburn Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	59	13	33	3	8	0	0
The school keeps my child safe	15	38	22	56	2	5	0	0
The school informs me about my child's progress	12	31	24	62	3	8	0	0
My child is making enough progress at this school	16	41	22	56	1	3	0	0
The teaching is good at this school	19	49	17	44	3	8	0	0
The school helps me to support my child's learning	9	23	26	67	3	8	0	0
The school helps my child to have a healthy lifestyle	14	36	23	59	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	33	19	49	5	13	0	0
The school meets my child's particular needs	14	36	23	59	2	5	0	0
The school deals effectively with unacceptable behaviour	10	26	21	54	5	13	1	3
The school takes account of my suggestions and concerns	6	15	27	69	3	8	1	3
The school is led and managed effectively	12	31	24	62	2	5	1	3
Overall, I am happy with my child's experience at this school	14	36	21	54	3	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 March 2010

Dear Pupils

Inspection of Fishburn Primary School, Stockton-on-Tees, TS21 4AU

On behalf of the team, thank you so much for making us welcome when we inspected your school.

You go to a good school and your teachers try hard to make your lessons fun. The team was impressed by the pride you take in your work, how hard you work in lessons, your art and your writing skills. You behave well, show respect for one another and look after one another admirably. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and clubs. Your parents and carers like the school. All staff care for you extremely well. Teachers help you learn well and tell you how to improve your work. They also know what to do to make the school even better.

I have asked your teachers to do the following things to help your school to improve.

- Help you to reach higher standards at the end of Year 6.
- Make sure that staff use information about how well you are working so that the work you do is well matched to your abilities.
- Make sure that you know the level of your work, what your targets are and provide work that will help you to move on to a higher level.
- Help more of you attend regularly.
- Make sure that staff check that all school policies are effective.

You can help by continuing to do your best and attending regularly. I wish you every success in the future.

Yours sincerely

Gordon Potter

Lead inspector

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