

Fishwick Primary School

Inspection report

Unique Reference Number	119333
Local Authority	Lancashire
Inspection number	339409
Inspection dates	3–4 December 2009
Reporting inspector	Kathleen McArthur

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	Mr Vali Patel
Headteacher	Mrs Jill Alexander-Steele
Date of previous school inspection	6 May 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons, and held meetings with governors, staff and groups of pupils, observed the work of the school and looked at school policies and pupils' books. Twenty-five parental questionnaires were received and analysed.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the actions taken to raise standards and accelerate progress, especially in mathematics
- the systems to track and monitor the progress of different groups of pupils and to ensure that they all have equal opportunities to progress as well as their classmates
- the quality of teaching and learning, in particular to challenge pupils to attain higher standards
- how well leaders and managers implement the drive to raise standards.

Information about the school

The school is much smaller than most, with two mixed-age classes. Early Years Foundation Stage children are taught alongside pupils in Years 1 and 2. Most pupils are of White British heritage; others are from different ethnic groups and a few are learning to speak English in addition to their home language. Almost three times the national average of pupils receives free school meals and the proportion with special educational needs and/or disabilities is high.

The headteacher has been an associate headteacher of a local primary school for several terms. The school building and site are shared with a Catholic primary school and the two schools run a breakfast club in partnership.

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

This is a good school where pupils of all ages and backgrounds are warmly welcomed and learn and play happily and harmoniously together. Pupils are well supported by good pastoral care arrangements, enhanced by strong links with families and carers, and the local community. Parental responses show they are very satisfied with the school; 'The school and the staff are brilliant' was a typical comment.

Year groups are small. Achievement is good. Children get off to a good start in the Early Years Foundation Stage. Good teaching and well-targeted additional support ensures that pupils make good progress through the school. Standards are average by the time they leave Year 6. Precise tracking and assessment systems inform staff exactly how pupils are progressing so that they plan learning activities that are well matched to individual pupil's needs. Many pupils struggle to tackle mathematical problems, and find it difficult to express themselves orally and to organise their ideas clearly in writing.

Behaviour is good. Pupils enjoy school because they feel safe and very well cared for, which aids their good progress. Their written comments were very positive; one summed up their views, 'I can really learn at school, the teachers give us challenges and care about us'. Good provision for pupils' personal development helps them become increasingly mature and responsible. They report that school meals are healthy and appreciate the free fruit. Pupils are considerate and caring towards each other, courteous and helpful to staff and visitors, and older pupils really look after the little ones. They all mix happily together, respect the different cultures represented in school and the locality, but are less aware of those in the wider and global communities. Preparation for pupils' future economic well-being is satisfactory.

Curriculum strengths are the programme for personal development, an imaginative use of role play and the adaptations made to meet the specific needs of different groups of pupils, particularly those who have significant barriers that hinder their learning. This is also a feature of the high quality care arrangements that support pupils and forges strong links with their families.

The commitment of leaders, staff and governors in the drive to raise standards has resulted in rising standards at Key Stage 1 and improved attendance, and ensured that the spacious building is a modern, well-resourced learning environment. The school knows itself well; although the inspection judged the school good rather than leadership's cautious evaluation of satisfactory. Accurately focused and ambitious development plans show a good capacity for further improvement. The school gives good value for money.

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What does the school need to do to improve further?

- Raise standards in mathematics by improving pupils' ability to transfer their knowledge of number facts to help them solve problems.
- Raise standards in writing by:
 - ensuring that pupils read widely and acquire more varied vocabulary
 - helping pupils improve the structure and organisation of their writing.
- Broaden pupils' knowledge and understanding of different ways of life in the wider global community.

Outcomes for individuals and groups of pupils

2

All groups of pupils achieve well from well below average starting points. Observations and pupils' comments show they enjoy their lessons and know they are expected to work hard. They say their teachers want them to do well. Standards at the end of Key Stage 1, although below average, have gradually risen over time. In 2009, Key Stage 2 results dipped to well below average and pupils did not meet their targets. The school has convincing evidence showing that a number of significant factors and disruptions badly affected the performance of this year group. Rigorous strategies to remedy this situation are proving successful, including increasing the challenge for all pupils, tracking individual progress closely and providing very precisely targeted support. Progress is good; evidence from lesson observations and pupils' books show that all groups are currently on course to reach their targets.

Older pupils present their work with care, but younger pupils are slow to develop a neat joined-up style of writing. Written work shows a narrow range of vocabulary and many pupils find it difficult to organise and express their ideas orally. School actions to raise standards, including role play and drama, are beginning to make an impact. Limited language skills impact adversely on pupils' ability to understand and apply their knowledge of mathematics and number facts when faced with problems.

Good behaviour and attitudes help pupils work cooperatively with their peers and in mixed-age groups. For example, in the Key Stage 2 class, pupils worked in small groups to develop expressive voices and gestures when challenged to add excitement whilst reading a story to their classmates. Pupils with special educational needs and/or disabilities and those learning English as an additional language receive very skilled support that meets their individual needs most effectively and enables them to participate fully in all activities.

Good spiritual, moral, social and cultural development, based on the agreed Fishwick Values', is seen in pupils' respect for each other and the adults they meet, and in the way in which they value the opportunities offered at school. Refurbishment of the building has created a welcoming, stimulating learning environment and impacted positively on behaviour and attitudes. Every pupil questionnaire said that they enjoy school, and the friendly, supportive relationships between staff, pupils and families feature strongly. Pupils say they feel safe and bullying is not a problem; they know they

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can turn to any adult for help, and the great majority think their classmates behave well. The school's commitment to pupils' health is seen in the Activemark and Healthy School awards. Attendance is average, and the school does all it can to encourage regular, punctual attendance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Careful planning ensures pupils of different ages and abilities are suitably challenged; one said, 'Teachers help us make our grades higher'. Assessment information is used well to track progress and pinpoint exactly where support is needed. The school makes particularly good use of teaching assistants' skills to support specific needs. Good relationships support learning and ensure that pupils behave well in lessons. Varied teaching styles successfully capture their interest in learning and meet the needs of the wide range of ages and abilities in each class. Most lessons move along at a good pace, but many pupils find it hard to concentrate for any length of time and can quickly lose concentration.

The balanced curriculum is well planned for the mixed-age classes. Appropriate priority

¹ 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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is given to developing pupils' literacy and numeracy skills. There are many opportunities to use these in other subjects, for example, younger pupils made collages using mathematical shapes and older pupils used history as a basis for writing. The personal development programme helps them to reflect on their behaviour, feelings and emotions in a secure setting. Pupils talked about the recent visit of the Life Education bus, where they learnt more about caring for their health. Varied activities enrich the curriculum effectively. Many topics start with a visit or a visitor and pupils spoke enthusiastically about their residential trip to the Lake District. Clubs held at lunchtime, to ensure all pupils can participate, are all very popular and include cookery, information and communication technology (ICT) and running.

Pupils' well-being is at the heart of the school's work, seen in the nurturing ethos and provision of a calming 'sensory' room, and pupils feel sure that the staff care about them. A particularly strong feature is the sensitive approach to families and pupils who may be experiencing considerable difficulties, in gaining their trust and often acting as a bridge to key external services. Very skilled support, targeted to the most vulnerable groups has resulted in improved attendance. Good induction and transition arrangements help children to start school happily, move between year groups seamlessly and transfer to high school confidently.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's clear direction has raised staff and pupils' aspirations and embedded a strong vision for improvement, which is shared by all staff and governors. Good provision for equal opportunities enables all groups of pupils to progress well. For example, the breakfast club ensures pupils are ready for learning and has helped to improve attendance. Regular monitoring of teaching and learning and opportunities for professional development are in place. Each member of staff has many roles and management responsibilities. These roles have been reorganised to involve more staff in the drive to raise standards and make best use of their particular strengths and interests, for example, in behaviour management. Governance is satisfactory. Governors are supportive and forge useful links with the local community.

Good partnerships, such as the Callon Community Kids Club, bring opportunities the school alone cannot provide and contribute to pupils' enjoyment and well-being, for example, by learning to play the keyboards or participating in golf, curling and karate.

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The school leads other settings in the use of imaginative role play to improve writing. Very positive relationships with parents and carers really support pupils' progress and well-being. Parents have confidence in the staff and the school reaches out to help them support their child's learning through literacy, numeracy and ICT workshops, a Christmas craft club, parents' evenings and weekly newsletters.

Satisfactory community cohesion arrangements ensure all pupils mix harmoniously in school and are aware of different cultures in the locality. Evaluation of the impact of school's action plan shows that pupils have a limited knowledge of lifestyles in the wider British society and the world. Good practice in all safeguarding and child protection procedures, which meet requirements, ensure that the school is a safe and secure environment.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children start school with skills well below those typical for their age, especially in language and personal development and few have any organised pre-school experiences away from their home setting. Good relationships between staff and parents help children quickly to feel secure and ready to learn. They are well cared for and their safety and well-being are given the highest priority and they leave their parents and carers happily each day. Children enjoy exploring and investigating the interesting activities on offer and make good progress in all areas of learning. They cover a lot of ground but do not reach average standards when they move to Year 1.

Good teaching provides a varied range of learning opportunities. Staff boost children's

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language skills by encouraging them to discuss their activities and to practise letters and sounds regularly. A balanced mix of adult-led activities and those the children choose for themselves helps them become more confident and independent. They like making shapes with play-dough and enjoy different programs on the computer, putting on headphones and competently controlling the computer mouse. Children are keen to go and work outside in the fresh air. The outdoor area is spacious and easily accessible, but has a limited range of equipment and it is not always made available for the children to use.

Staff know the children well and track their progress in learning and personal development carefully to ensure their individual needs are met. The Early Years Foundation Stage is well led and the staff team are fully committed to improving provision for every child.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A good proportion of parents and carers returned the questionnaires. Their responses showed a high degree of satisfaction with their child's experience of school. They are happy that their child enjoys school, feel they are kept safe and make good progress. They are well informed and rightly believe that teaching is good. Two responded that unacceptable behaviour was not dealt with well, and one that their views were not taken account of; inspection findings do not support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fishwick 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 inspector received 25 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	64	8	32	0	0	0	0
The school keeps my child safe	16	64	9	36	0	0	0	0
The school informs me about my child's progress	15	60	10	40	0	0	0	0
My child is making enough progress at this school	14	56	10	40	0	0	0	0
The teaching is good at this school	15	60	10	40	0	0	0	0
The school helps me to support my child's learning	14	56	10	40	0	0	0	0
The school helps my child to have a healthy lifestyle	12	48	12	48	0	0	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)	9	36	16	64	0	0	0	0
The school meets my child's particular needs	12	48	13	52	0	0	0	0
The school deals effectively with unacceptable behaviour	15	60	8	32	2	8	0	0
The school takes account of my suggestions and concerns	11	44	13	52	1	4	0	0
The school is led and managed effectively	15	60	10	40	0	0	0	0
Overall, I am happy with my child's experience at this school	13	52	12	48	0	0	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



5 December 2009

Dear Pupils

Inspection of Fishwick Primary School, Preston, PR1 4RH

I would like to thank you for making me very welcome when I inspected your school. Everybody was friendly and helpful. I enjoyed talking with you, hearing you sing, watching you play outside and tasting your home-made gingerbread biscuits. You told me you are looking forward to going to the theatre to see the pantomime. I was impressed by your good behaviour and by the way you help and care for each other. This makes your teachers and parents proud of you: well done!

I thought you would like to know what I found. Fishwick is a good school, with good leaders and staff who care for you really well and the governors work hard to help them. You get off to a good start in the Reception class and make good progress all the way through school and reach the right standards and grades.

You told me you enjoy school and feel safe there, and your parents agree. I could see that you like the dinners and you know how to be healthy. You are keen to do jobs and become school councillors, and to raise money for charities; I saw pictures of you selling cakes and bandanas for Children in Need.

I have asked the school to:

- help you reach higher standards in English by reading more and working on your writing
- improve your mathematical skills so you can solve different problems
- make sure you learn more about the wider world.

You told me you want to improve your grades, so make sure you always do your best work, attend school every day and arrive on time.

Happy Christmas to you all,

Yours sincerely,

Mrs Kathleen McArthur

Lead inspector

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