

Inspection of a good school: Fishwick Primary School

Downing Street, Preston, Lancashire PR1 4RH

Inspection dates:

15 and 16 June 2021

Outcome

Fishwick Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. They told inspectors that they feel happy and safe when they are in school. This is because they know that their teachers will look after them.

Pupils are clear about the high expectations that their teachers have for them and their friends. Pupils behave well and treat one another with respect. They enjoy earning points for good behaviour. Pupils are confident that leaders will deal with incidents of bullying or the use of inappropriate language. Pupils told inspectors that this sort of behaviour is rare because leaders make sure that this sort of behaviour is not repeated.

Pupils enjoy taking on a wide range of responsibilities in school. For example, they look forward to taking turns to look after the school's chickens, Topsy and Blackberry. Pupils engage in a wide range of charity work to support their community and further afield, including taking part in several fundraising initiatives. Pupils are proud that the local mayor has recognised their efforts to support the community during the COVID-19 (coronavirus) pandemic.

What does the school do well and what does it need to do better?

Leaders have planned a broad and suitably ambitious curriculum for pupils. In most subjects, leaders have identified the important knowledge and skills that they want pupils to learn. This allows pupils to build on what they know already. Pupils also have enough opportunities to practise learning before they move on. For example, in physical education (PE), pupils rehearse basic arm movements before combining these to pass a ball skilfully.

Subject leaders have designed curriculums carefully, so that pupils revisit earlier learning. For instance, in the early years, teachers ensure that children can go back to key mathematical vocabulary regularly. In key stage 2, older pupils recap previous learning on fractions before moving on to finding fractions of amounts. This helps pupils to remember important mathematical facts. Leaders' work to design effective subject curriculums

means that pupils have firm foundations on which to build when they move on to their secondary schools.

For the most part, leaders have helped teachers to develop their subject expertise. This is especially the case in mathematics, English and PE. In most subjects, teachers use curriculum plans effectively to design learning. That said, in a small number of subjects, teachers have been unable to benefit from enough support to deliver curriculums as well.

Governors have kept a close eye on leaders' efforts to refine and develop the curriculum. Members of the governing body have a strong understanding of leaders' work in this area. Governors check that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) receive appropriate support from staff to access the curriculum.

With the support of the local authority, leaders have strengthened the school's reading curriculum. There is an agreed and consistent approach to the teaching of reading across the school. Leaders have invested in a wide range of texts to cater for pupils' individual needs. For example, leaders have carefully considered the needs of those pupils who speak English as an additional language. Pupils with SEND receive bespoke support to further develop their reading fluency and comprehension skills.

Teachers deliver the early reading and phonics curriculum in a logical order. This helps pupils, including children in the early years, to learn new sounds in a systematic way. Teachers carefully select reading books to ensure that children and pupils can practise the sounds that they learn in class. This helps pupils to read accurately. Staff receive appropriate and regular phonics training. This allows them to provide suitable support to those pupils who fall behind with their reading, so that they can catch up.

Pupils, including children in the early years, enjoy learning. They behave well in lessons and take part in activities and discussions, showing respect of the views of others. As classrooms are free from disruption, teachers can deliver learning in a calm and well-ordered environment.

Pupils have many opportunities to develop their knowledge and skills beyond the taught curriculum. For instance, pupils enjoy organised visits to major cities and places of worship. This helps them to be better prepared for life in modern Britain by learning about different faiths, religions and cultures.

Staff believe that their well-being is considered by senior leaders and governors. Staff feel that they are involved in decisions and they appreciate leaders' supportive and reachable approach. Staff acknowledge leaders' drive to make their workloads less burdensome.

Safeguarding

The arrangements for safeguarding are effective.

The school's safeguarding team is proactive in its approach to keeping pupils safe. Leaders have trained staff well to identify safeguarding concerns at an early stage. This ensures that staff remain alert to potential signs of neglect or abuse. Staff know how to

record and report concerns. School leaders work with many partner agencies to allow them to provide additional relevant and timely support to vulnerable pupils and their families in times of need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders have been unable to support teachers in improving their knowledge of subject-specific pedagogical approaches. This means, in a small number of subjects, teachers lack sufficient expertise on how best to deliver curriculum content. Leaders should ensure that teachers are supported by subject leaders in improving their subject pedagogical knowledge in order to plan and teach the curriculum effectively.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in June 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for published performance information about the school [here](#).

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.

School details

Unique reference number	119333
Local authority	Lancashire
Inspection number	10184001
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	The governing body
Chair of governing body	Wendy Duggleby
Headteacher	Vicki Conway
Website	www.fishwick.lancs.sch.uk/
Dates of previous inspection	16 and 17 June 2015 under section 5 of the Education Act 2005

Information about this school

- In September 2016, the school opened a nursery class to admit two-year-old children.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher and the deputy headteacher. Inspectors also met with the chair of the governing body, the school's adviser and a representative of the local authority.
- Inspectors spoke with staff about their workload and well-being, and parents and carers to gather their views about the school. They considered the 16 responses to Parent View, Ofsted's online questionnaire, including 16 free-text comments. Inspectors considered the 21 responses to Ofsted's staff survey.
- Inspectors observed pupils' behaviour in lessons and at playtimes. Inspectors checked on the school's safeguarding procedures, examined the single central record and considered a range of safeguarding documentation.

- Inspectors did deep dives in reading, mathematics and PE. As part of this work, inspectors met with subject leaders, visited lessons and spoke with teachers and pupils. Inspectors viewed examples of pupils' work and spoke with them about their learning. Inspectors also observed some children and pupils reading to a trusted adult.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

Linda Emmett

Her Majesty's Inspector

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