



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FISHBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL

Name of School:	Fishbourne Church of England Primary School
Headteacher/Principal:	Naomi Day
Hub:	Portsmouth Hub
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	08/03/2023
Overall Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	14/05/2019



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels	Leading
Quality of provision and outcomes	Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence	N/A
Previously accredited valid areas of excellence	N/A
Overall peer evaluation estimate	Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Fishbourne Church of England Primary School is a one-form entry school catering for pupils from ages four to eleven. The headteacher and two assistant heads have been at the school for a number of years although, following a staffing restructure, the assistant heads only took on their current roles in September 2022.

The school has 12% of its pupils classed as disadvantaged which is below the national average, while 17% of pupils have special educational needs and/or disabilities (SEND). The school is held in high regard in the locality for its success in supporting pupils with global learning difficulties. Consequently, they have more pupils with complex learning needs than would be expected for a school this size. Most pupils are White British and, therefore, have English as a first language.

School leaders have designed their quality assurance review (QAR) timetable to focus on English and the wider curriculum, which have been their priorities. Consequently, very little time during the QAR was spent exploring provision and outcomes for mathematics although reviewers were satisfied that pupils receive education in all the national curriculum subjects.

2.1 Leadership at all levels - What went well

- Leaders have a clear vision that is shared by all stakeholders. 'There is only one you in this great big world ... Make it a better place.' This vision is articulated in 'Only One You' by Linda Kranz. The book is given to every pupil at the school and shapes the intent of Fishbourne's curriculum through its messages and artwork. Leaders' passion and determination demonstrate their desire to enable every pupil to influence their future and that of the wider world.
- Senior leaders demonstrate high-quality practice in their own classrooms, which acts as a role model for other staff. Leaders are truly reflective and demonstrate their passion for their curriculum. They also ensure pupils are reflective, in line with the school's ethos, something pupils historically found difficult to do. At the end of a unit of learning, pupils use a proforma to assess what they have learned and also how they can use their learning to make the world a better place. For example, after studying the stone age, Year 3 pupils

decided they would use less plastic, less electricity in the home, and walk to school to improve the environment.

- Middle leaders who champion subjects in the curriculum, value the support they receive from senior staff. They also help less experienced members of the team to teach their subjects correctly and with enthusiasm. As for senior leaders, middle leaders research best practice and take time to introduce and embed new practice.
- Governors support the senior team's drive by approving funding requests that will make a significant difference. For example, last year's Year 2 pupils showed how much their learning and social skills had suffered as a result of the Covid pandemic. This year, Year 3 is well supported by often splitting into two or three groups several times a week, taught by qualified teachers. The impact of this is already evident and most pupils will access the full Year 4 curriculum confidently from September. Funding has also been productively allocated to enable strong practitioners to undertake leadership studies, to retain them initially, but also to offer them career development.
- Senior leaders are secure in their commitment to pupils' development. They refuse to 'teach to the test' at the expense of developing pupils' cultural capital. They have extremely high expectations of what they, the staff and pupils can achieve. They sustain their drive through offering mutual emotional support and happily share their expertise beyond their own school. Between them, they moderate other schools' assessments on behalf of the local authority, lead on multi-school matters and liaise with pre-schools and the after-school club, so that they properly trained in safeguarding and other shared practices.

2.2 Leadership at all levels - Even better if...

- ... leaders explored how to ensure assessments accurately reflected the quality of pupils' written work.
- ... leaders developed a consistent approach to pupils' editing of writing to enhance progress further.

3.1 Quality of provision and outcomes - What went well

- All areas of the curriculum are given equal priority at Fishbourne. Cross-curricular links are exploited through a range of learning experiences that often address current affairs. Pupils develop skills and knowledge because

teachers have accurate subject knowledge themselves. They share their expertise with pupils with enthusiasm and understanding. This is equally the case for additional adults in the classroom who know the pupils very well and can address individual's emotional and academic needs independently of the class teacher when required.

- Highly positive relationships exist in all classrooms. Pupils are eager to please their teachers which results in very attentive behaviour that allows focussed learning to occur. This is the case in all classes irrespective of potential behavioural difficulties pupils might have. Children in the Early Years Foundation Stage (EYFS) demonstrate confidence and trust in their classroom adults because induction events are well-planned. This means they are happy to initiate conversations with visitors and readily join in with learning activities.
- Seating arrangements enable all pupils to access adult support and make use of the working walls throughout their lessons. Teachers make sure that pupils who need most support are nearest to the front of the room. Working walls reference prior learning and show pupils how their knowledge and skills link with new learning. By Key Stage 2, pupils can work with increasing independence because they use the working walls. Lessons build learning sequentially which supports pupils' understanding and academic development. Pupils in Year 6 also make use of technology maturely so that they can check spelling, refer to previous work and look up facts on their own, thus increasing their independence further.
- Teachers demonstrate a fidelity to the adopted phonics scheme whilst constantly reviewing whether it offers the right support for their pupils. Staff pronounce sounds correctly enabling pupils to hear phonics modelled. High-quality texts are used throughout the school to enable pupils to develop and extend their vocabulary. There is a strong culture of reading in the school because leaders have made it a priority alongside that of improving writing outcomes. Pupils are keen to write and quickly pick up a pencil when given the opportunity to record their learning. The school's focus on handwriting has had a measurable impact. Pupils take pride in their work and this is evident in their books where progress is clearly visible, especially for those lower attainers.
- In EYFS, children engage in their learning for sustained periods of time as a result of well-paced lessons and a variety of approaches being adopted. Fine and gross motor skills are a priority for the youngest children so that they can be ready to write as soon as possible.

- Sophy Henn, a published children's author, works with Fishbourne pupils as their patron of reading. Pupils describe their delight at her termly visits. One pupil with additional needs, explained that, when Sophy is visiting it makes her, 'feel excited, with a little bit of blush'. There is a volunteer army of about 30 members of the local community who visit regularly to read with pupils and discuss reading. This is valued by staff and pupils alike, giving pupils the opportunity to read regularly and have positive role models outside their school and families.

3.2 Quality of provision and outcomes - Even better if...

- ... leaders supported all teachers in using talk partners to the best effect, as it is in their own classes.
- ... leaders and teachers rapidly embedded strategies to fill pupils' gaps in their accuracy of spelling common exception words, to enhance writing outcomes in books.
- ... teachers held pupils to account for using resources around them to spell words correctly so that they do not make repeated errors.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Disadvantaged pupils' work and understanding are checked by teachers during independent work to make sure they have fully grasped the requirements of the task and learning. Vulnerable pupils have ready access to adults during independent working so that they can be supported quickly and without drawing attention to them.
- Staff know who their disadvantaged pupils are and what their potential emotional issues are. Consequently, teachers do not require these pupils to carry out tasks which they may not manage at the time. Teachers do, however, make sure pupils tackle required learning when they are ready emotionally.
- Teachers scaffold learning for pupils with SEND so that they can generally access the same work as their classmates. This means that pupils engage with class teaching and demonstrate an ability to achieve the intended end goal. When leaders select a whole school learning experience, they do so

carefully to ensure it is relevant and enjoyable for all pupils, including those with limited cultural capital or who have barriers to learning.

- Support staff know when to support and when to challenge pupils with additional needs so that they can learn in an emotionally secure environment. The staff know what the teachers have planned for each lesson and ensure resources and materials are available to match the needs of pupils who might need extra attention.
- All pupils at Fishbourne, receive a full curriculum offer although some pupils have such specific needs such that they do have a different curriculum to follow to their peers. All these pupils have education, health and care plans (EHCPs) and their curricula are accessed in the classroom environments with other pupils of their age. Where possible they work on the same activities as the rest of the class. This is evident in pupils' books – for example, when Year 5 learned about adding dialogue to their work, a pupil with learning difficulties dictated and wrote speech bubbles for the story's octopus.
- Disadvantaged pupils of all ages demonstrate that they produce work at the same standard as their peers. They are supported emotionally so that they have the confidence to read in front of the class with expression and, when required, passion.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

The EBIs for section 4.2 are the same as those for The Quality of Provision and Outcomes (3.2).

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.



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For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)