

# Bishopsteignton Primary School

## Inspection report

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<b>Unique reference number</b>	113185
<b>Local authority</b>	Devon
<b>Inspection number</b>	378663
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Rowena Onions

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	153
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Lamboll
<b>Headteacher</b>	Louise Prywata
<b>Date of previous school inspection</b>	10–11 February 2009
<b>School address</b>	Cockhaven Close Bishopsteignton Teignmouth TQ149RJ
<b>Telephone number</b>	01626 775873
<b>Fax number</b>	01626 777905
<b>Email address</b>	admin@bishopsteignton.devon.sch.uk

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<b>Age group</b>	4–11 years
<b>Inspection date(s)</b>	6–7 March 2012
<b>Inspection number</b>	378663



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## Introduction

Inspection team

Rowena Onions

Additional inspector

Paul Delbridge-Smith

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 14 lessons, taught by six teachers and some teaching assistants were also observed at work with pupils. Meetings were held with pupils, governors and staff. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at data about pupils' progress. In addition, they considered the school improvement plan, reports from the local authority and a range of other documentation. One hundred and sixteen responses to the parents' and carers' questionnaire were received and analysed, together with responses from 87 pupils and 18 staff.

## Information about the school

This smaller than most primary school serves its local area and a number of pupils travel to the school daily from further afield. Almost all pupils are of White British heritage. All speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. An average proportion of pupils are disabled or have a wide range of special educational needs. Pupils' special educational needs include specific and moderate learning, speech, language and communication difficulties. Pupils, including children in the Reception Year, are taught in classes covering two age groups. The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress. There is a breakfast club on the same site as the school which is not managed by the school's governing body.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Pupils achieve well. They progress well from starting points in Reception that are broadly at levels expected for their ages, to attain above average attainments in reading, writing and mathematics by the time they leave the school. The school is not outstanding because teaching is not outstanding and decisions about what will further improve the school are not as tightly focused as they should be.
- Pupils of all ages and abilities make good progress. Pupils’ achievement in speaking and listening is particularly strong, supporting the good progress they make in all subjects.
- Pupils are well taught, enabling them to steadily build their attainment in a wide range of subjects. Teachers are successful in motivating pupils to work hard in the great majority of lessons. There are, however, occasions when pupils’ enthusiasm drops because their time is not used as effectively as it should be, particularly at the beginning of lessons.
- Pupils behave well in class and around the school. The vast majority are increasingly able to manage their own behaviour, gaining understanding that they are responsible for the choices they make about the way they conduct themselves.
- The leadership and management of the school are good and there are some significant strengths. The most notable is the vigour with which leaders and staff pursue a vision of excellence. This emanates from the determined and dynamic leadership of the headteacher, but permeates all levels of the school, including the pupils. There is good emphasis given to the successful improvement of teaching and learning. However, the school attempts a large number of initiatives simultaneously. As a result, actions are not always sufficiently prioritised to have the maximum impact on pupils’ learning and progress.

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

- Move teaching and learning from good to outstanding by:
  - ensuring time is used to best effect throughout all lessons
  - using data and information from monitoring with more precision to select and prioritise what actions will have the greatest impact on the improvement of teaching and learning.

## Main report

### Achievement of pupils

Children in the Reception Year make good progress, especially in learning to work and play independently, with others and with adults. For example, children were observed independently writing names on prepared invitations to Cinderella's ball, while others played with a toy castle and happily discussed what they were doing with an adult. Pupils throughout the school make good progress in learning to read and write with fluency and they use these skills well when working in other subjects. In both Year 2 and Year 6, pupils' attainment in reading is above average. By the end of Year 2, the large majority can use a variety of skills, including phonics (letters and sounds) to decode text and to read with understanding. By the end of Year 6, pupils read fluently and this promotes their learning in other subjects. Pupils' speaking and listening skills are particularly strong and this enables older pupils to discuss and refine their ideas. In an English lesson, for example, pupils were capable of identifying features of a letter, justifying why each is important. Until the current year, pupils' progress in writing was not as strong as in other subjects. School improvement work has successfully accelerated progress, which is now good.

Parents and carers agree their children are making good progress and pupils are confident they are helped to steadily improve. Pupils are self-evaluative in class and have a clear understanding of what they need to do to better their work. They show eagerness to take actions to do this, promoting their good progress well. The school uses data well to identify any pupil who is showing signs of not making expected progress and these pupils are given extra support and help, often through teaching in small groups. Pupils are enthusiastic and keen to learn when working in these groups, for example, showing pleasure when they began to understand how multiplication and division facts link together. The school has responded well to the recommendation from the previous inspection to accelerate the progress of more-able pupils. For example, these pupils are occasionally taught separately in mathematics lessons and there are now a small number on track to attain the higher Level 6 which is well above average. Strategies such as these ensure that more-able pupils make good progress in both English and mathematics. There remain, however, some occasions in class lessons, when these pupils are not learning as much as they could because they are unnecessarily revisiting work. Through good support and extra provision, disabled pupils and those with special educational needs achieve well. Those with complex needs are appropriately included in lessons and are

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sensitively supported, ensuring their good progress.

## Quality of teaching

Teachers have high expectations of their pupils. In class, they are clear in telling pupils what they are expected to learn in a lesson and how they will measure success. This ensures that pupils can concentrate their efforts to best effect. Teachers want to motivate pupils to learn and use a wide variety of teaching strategies as well as a well- conceived curriculum to successfully do this. Pupils' books show that they are expected to complete good amounts of work and good progress is evident in the books of pupils at all ability levels. Pupils are particularly enthusiastic in lessons which are interactive and fast moving. A minority, however, feel that they do not always learn as much as they could in lessons and they link this with times when they have to sit and listen to the teacher for too long. Lessons seen during the inspection varied a little in quality. The majority moved with pace and vigour, however in a small number, pupils' opinion proved to be correct when teachers were either over pedantic in giving instruction or expected more-able pupils to listen for too long to teaching about things they already knew. This slowed their progress in the lesson. Teachers give careful attention to helping pupils develop good spiritual, moral, social and cultural understanding through, for example, consistent emphasis on the importance of listening to others and valuing their opinion. Homework plays a due part in promoting learning. However, some pupils rightly identified a need for teachers to always tell them the purpose of the homework, so they can understand why it is a good use of their time.

Throughout the school, target setting is used well to direct pupils' attention to what they need to do to improve. Older pupils are provided with high quality feedback about how well they are doing and how to improve their work in literacy. The use of detailed information about what is required to reach particular levels focuses their efforts particularly well. The school is well on its way to introducing the same strategy in mathematics, a development that is eagerly awaited by the pupils. The good skills of teaching assistants are used well to support pupils in class but their skills are particularly effectively utilised when they are teaching groups of pupils who have been identified as in need of small group tuition. The teaching in these sessions is of a quality that is very effective in promoting learning and progress. The vast majority of parents and carers believe that teaching is good and inspection evidence supports this view.

## Behaviour and safety of pupils

Parents and carers and pupils all report that behaviour in school is good. Lessons are managed in a way that promotes learning well. The large majority of pupils want to work hard and to do their best. They gain skills that prepare them well for the next stage of their education, for example in gaining resilience in working at activities that they find difficult. They are very happy to work hard and their enthusiasm only drops when they feel that a part of their lesson, or a homework they have been set, is not helping them to learn.

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Pupils feel very safe and secure in school and parents were overwhelmingly positive about this aspect of the school's provision. Pupils report that incidents of bullying are very rare but that they know what to do if it should occur. However, because they have very little experience of bullying, pupils' knowledge of the possible different forms of bullying is not as acute as it might be. Pupils are aware of how to keep themselves safe, and show attention to this and the safety of others when playing in the school playground. They also are aware of risk outside school and have strategies to enable them to minimise this, for example, pupils are aware of how to keep themselves safe when texting or using the internet. Attendance for the majority of pupils is above average and there are good levels of punctuality.

### **Leadership and management**

Much has been successfully done to improve the school. Strategies to improve the quality of the teaching of writing and to raise rates of progress among more-able pupils have, for example, shown success in raised attainments. The detailed use of progress data to identify and address individual needs is very effective in ensuring good equality of opportunity. A very strong determination to succeed, the strong staff team and the record of successful improvements show that the school maintains good capacity to improve further.

As well as meeting needs and promoting good progress, the school curriculum is very effective in providing pupils with a wide range of additional activities, for example, in sport and music. Pupils' opinion is sought and listened to, for example, when more-able pupils were asked what would help them to make better progress in writing. This both contributed to accelerating their progress and developed their ability to think at a deeper level about the contribution they make to their own and others' learning. Pupils' spiritual, moral, social and cultural development is successfully promoted through activities such as these, as well as through strong relationships and good personal, social and health education. The school is, however, correct in identifying a need to continue developing work to help pupils prepare for life in a multicultural society. Children in the Reception Year are given good opportunity to work inside and out, with adults and independently. Pupils are properly safeguarded and any personal needs are promptly and effectively addressed.

Through the checking of the quality and impact of the school's work by the headteacher, staff and members of the governing body there is wide understanding of what might be further improved. Governors are proactive in supporting and challenging the school, ensuring that no pupil is discriminated against, and in providing parents with an additional channel for discussing the work of the school. Governors are keen to suggest school improvements and are very willing to give time and effort to helping the school take on their suggestions. The enthusiasm for making improvements has, however, meant that there has sometimes been a lack of precision in deciding exactly what actions should be prioritised in order to make the biggest impact on pupils' progress and assist the move to excellence as quickly as possible.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



8 March 2012

Dear Pupils

### **Inspection of Bishopsteignton Primary School, Bishopsteignton TQ14 9RJ**

We really enjoyed our time in your school and one of the highlights was talking to you. You will be pleased to know that we agree with you that yours is a good school.

These are some of the things we liked best.

- You make good progress in reading, writing and mathematics.
- The articulate and intelligent way in which you discuss what you are doing with your class mates and with adults.
- You receive good teaching that helps you to be interested in what you are doing.
- You work hard in class and are very keen to do the best that you can.
- Everyone in school takes good care of you. This makes you feel safe and secure.
- You behave well and understand that you are responsible for making good decisions about what is the correct thing to do.
- Your headteacher, other staff and the governing body are determined to make your school even better.

To make things even better we have asked your headteacher, governors and teachers to identify more precisely the most important things that will help teachers to help you to make even better progress. They should focus on:

- making sure that all of your time in lessons is used well in helping you to learn.

You can help to do these things by discussing with your headteacher and teachers what you think are the most important ways in which you could be helped to learn even better.

We wish you every success in the future.

Yours sincerely

Rowena Onions  
Lead inspector

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