

Bishop Road Primary School

Inspection report

Unique Reference Number	109116
Local Authority	Bristol City of
Inspection number	368262
Inspection dates	18–19 May 2011
Reporting inspector	Linda McGill HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	720
Appropriate authority	The governing body
Chair	Mark Worsley
Headteacher	Gillian Powe
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They observed 24 lessons taught by 21 teachers and made several other short visits to classrooms. They held meetings with the headteacher, senior and middle leaders and a group of teachers; the Chair of the Governing Body and two other governors; three groups of pupils and a representative of the local authority. The lead inspector held telephone discussions with a local authority officer and a parent. The team observed the school's work, and looked at documents including records of pupils' attainment and progress, information about how pupils are kept safe and the school's plan for improvement. The questionnaires returned by 406 parents and carers, 87 pupils and 34 members of staff were examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the steps the school is taking to ensure that every pupil makes good or outstanding progress.
- The impact of the school's efforts to boost attendance to high levels.
- The extent to which the governing body contributes to the school's strategic direction.
- How effectively the school seeks the views of parents and carers and takes account of any concerns.

Information about the school

Bishop Road is much larger than the average primary school. About 80% of the pupils are of White British origin and the remainder come from a wide range of minority ethnic heritages. The proportion of pupils who speak English as an additional language is smaller than average, as is the proportion of pupils known to be eligible for a free school meal. The proportion of pupils who have special educational needs and/or disabilities, and the proportion who have a statement of special educational needs are also smaller than average. Most of the pupils live in the immediate locality.

The school has achieved recognition for its work in several areas, including information and communication technology and international links, and has Healthy School status. There is a breakfast club and after-school club; as they are not managed by the governing body, they were not included in this inspection but will be inspected separately.

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?

1

The school's capacity for sustained improvement

1

Main findings

Bishop Road provides its pupils with an excellent all-round education. From the time they start in the Nursery until they leave at the end of Year 6, teachers and support staff take every opportunity to ensure that all pupils do as well as they can in both their learning and their personal development, which is excellent. The result is that attainment is high and pupils are confident, eager learners; outcomes for pupils are consistently outstanding. All groups of pupils, including those who have special educational needs and/or disabilities, those who are learning English as an additional language and those who are known to be eligible for free school meals, make excellent progress. Pupils' achievement is outstanding.

There are four main factors that contribute to the excellent outcomes for pupils. First, meticulous attention is paid to assessing and tracking the learning and progress of different groups and individuals. This action is taken not only to make sure that no-one falls behind, but also to take steps to fulfil the expectation that every pupil will reach or exceed the levels expected for their age. Second, the quality of teaching is outstanding. Inspectors observed much teaching that was imaginative, inspiring and assured. The impact of teaching of such high quality shows in the fact that the progress made by pupils at Bishop Road places it in the top 5% of schools across the country. Third, the pupils' excellent behaviour, positive attitudes and desire to do well make a strong contribution to their learning. Finally, pupils thoroughly enjoy the innovative curriculum, which includes a wide range of activities and experiences that link subjects very well and bring meaning and relevance to what is studied.

The school's systems for safeguarding pupils are first rate and the care, guidance and support for pupils are exemplary. Case studies illustrate clearly how staff harness appropriate support from a wide range of external partners and use their own resources to help pupils and their families manage difficult times in their lives. Similarly, support for pupils who have special educational needs and/or disabilities and for those pupils in the early stages of learning English as an additional language is excellent. Staff work in close productive partnership with parents and carers to meet these pupils' individual needs.

Very strong leadership at all levels underpins the school's success. Effective teamwork is embedded and staff and members of the governing body share a clear understanding of how well the school is doing, what it is aiming for and the part they play in striving to get there. The school's approach to the promotion of community cohesion and equality of opportunity is exemplary. All staff who completed the questionnaire said that they were proud to work at Bishop Road. Responses to the questionnaire for parents and carers show that the very large majority are happy with their children's experience at school. However, they also show that a small minority of parents and carers feel that insufficient account is taken of their suggestions and concerns. The school has not always been successful in conveying to all parents and carers the reasons behind some of the changes

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that have been made, or the reasons why their suggestions and ideas for how they would like to be involved in their children's educational experience have not always been followed up.

The school has consolidated and built upon the many strengths highlighted at the last inspection. For example, provision and outcomes in the Early Years Foundation Stage have improved and its overall effectiveness is now outstanding. Rates of attendance have risen and are high. Leaders, staff and the governing body know the school's strengths and where efforts should be targeted to move the school forward another notch. The capacity for sustained improvement is excellent.

What does the school need to do to improve further?

- The school's leaders and the governing body should review and adapt their approach to sharing information about important decisions and changes, where judged to be necessary, so that all parents and carers understand the reasons for them and how they can be appropriately engaged and involved in supporting their children's school experiences.

Outcomes for individuals and groups of pupils

1

The pupils thoroughly enjoy their learning. In a literacy lesson in Year 2, pupils listened with rapt attention to a story read by their teacher. They responded thoughtfully to questions and empathised with the main character, using words such as 'miserable' and 'disappointed' when describing the character's feelings. They then set to work confidently and purposefully, retelling the story in their own words. Pupils in Year 5 were excited by their 'Victorian Day'. Dressed in Victorian costume, they worked well together, examining artefacts carefully and closely. The teacher's skilful questioning encouraged pupils to think deeply, explain their thinking and justify their answers as they made predictions about how the artefacts might be used. Other activities such as Victorian cooking and making tiles in the style of William Morris gave the pupils stimulating first-hand experiences and brought learning to life. Pupils' work is beautifully presented. When they start in the Nursery or Reception classes, children's skills and abilities are broadly in line with what is expected for their age. All groups of pupils make excellent progress across the school and their achievement is outstanding.

The pupils behave exceptionally well. At break times they are lively and play happily and harmoniously together. At other times, such as in assembly, they are quiet, reflective and respectful. Their spiritual, moral, social and cultural development is outstanding. Pupils have an excellent understanding of healthy lifestyles and a large proportion walk or scoot to school every day. They say they feel very safe and are confident that adults will help them if they have any difficulties. The school council has a strong influence on school life and pupils have many opportunities to make a contribution in school and in the local community. High rates of attendance, the pupils' excellent achievement and their love of learning mean that they are exceptionally well prepared for the next steps in their education and the wider world.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There are several reasons why teaching has such a positive impact on pupils' learning. One is the close attention that is given to meeting the needs of every single pupil. At regular 'planning and direction' meetings, teachers and phase leaders discuss pupils' learning and progress and devise the next steps for groups and individuals. The teachers' detailed lesson plans reflect these next steps. Well-planned support from teaching assistants and tailored one-to-one sessions for those who find learning difficult contribute to the excellent progress made by pupils who have special educational needs and/or disabilities. In addition, teachers' subject knowledge is strong and they teach with confidence and assurance, checking that everyone fully understands throughout the course of the lesson. Teachers have high expectations and excellent relationships with pupils. Their marking is exemplary, providing pupils with praise and encouragement and giving guidance on the next steps. Pupils often respond to the teacher's comments. Finally, teachers take every opportunity to make learning fun, first-hand and enjoyable.

The school strives constantly to enrich and enliven the curriculum. The innovative approach to teaching literacy by using well-chosen books as a stimulus is particularly effective. Recent steps to teach pupils to use their mathematical skills in real-life contexts are also having a positive impact. 'We love maths lessons, they are so much fun!' said a group of Year 4 girls. An extensive range of visits and visitors enhances the curriculum a good deal. After-school clubs are popular and very well attended.

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Pupils are known as individuals in this large school. Close attention is given to meeting their particular needs so that all make excellent progress both in their learning and their personal development. Times of transition are managed very well.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

High expectations and the desire to enable all pupils to do as well as they possibly can securely underpin the school's work. The strategic plan for improvement, drawn up by leaders and the governing body, shows how the school is fine-tuning aspects of provision that will lead to even better achievement and enjoyment for pupils. One of the areas of focus is 'narrowing the gap', or striving to ensure that all pupils reach or exceed the levels expected for their age. A high priority is given to developing and extending teachers' professional skills. As one member of staff said, 'This school not only teaches children, it teaches teachers.' This extends to supporting other schools in the local authority who are working to develop their practice. The school works exceptionally well with a wide range of partners and providers to enhance the pupils' learning experiences, promote their well-being and to share expertise. The governing body plays a very strong part in holding the school's leaders to account for performance and uses innovative ways to gain information at first hand. For example, individual governors have carried out 'learning walks' related to aspects of the school's improvement plan. The school's website gives detailed and informative insight into all aspects of its work.

The school's approach to the promotion of community cohesion is well planned and highly effective. Through a wide range of activities, pupils gain an excellent understanding of the diversity of their local community and other communities in Europe and the wider world. Equality of opportunity is promoted exceptionally well and the pupils' excellent outcomes show the impact very clearly. Safeguarding is given top priority and the school's approach to ensuring that all pupils are safe and protected is exemplary.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children get off to a flying start in the Early Years Foundation Stage. Staff take great care to ensure children settle quickly and are happy and ready to learn. Skilled teaching and a strong emphasis on meeting individual needs, together with a well-organised and stimulating environment for learning, indoors and out, ensure that children make excellent progress in all areas of learning. Children's progress is carefully and regularly tracked and recorded. By the time they start in Year 1, almost all of the children have reached or exceeded the nationally expected goals for their learning and personal development. Adults have high expectations and promote learning exceptionally well. For example, during this inspection, children in the Nursery class were taught a song to help them remember the meaning of 'symmetrical'. The children not only thoroughly enjoyed the singing, but also used the words to help them identify symmetrical shapes. Children have plenty of scope to make choices and to develop their skills independently, as well as in planned activities with adults. The Early Years Foundation Stage leader has a secure understanding of the strengths in the provision and where minor adjustments can be made to improve the outcomes for the children even further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation	1

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Stage

Views of parents and carers

A substantial proportion of parents and carers, much greater than is typical for a primary school, returned a questionnaire. Several also submitted views by email. As shown in the table below, a large majority of respondents agreed with all but one of the statements; two thirds agreed that the school takes account of their suggestions and concerns. The inspection team investigated this issue thoroughly. Inspectors found that leaders and governors consider carefully the views and suggestions made by parents and carers, but that the rationale for some decisions or the reasons for not taking up parents' and carers' suggestions are not always communicated successfully.

Parents and carers also made a number of written comments, many supportive of the school and appreciative of the efforts of members of staff, while others raised matters that concerned them. All written comments were given due consideration. The inspection team followed up those comments about aspects of the school's work related to the inspection framework and which have not been subject to scrutiny elsewhere. The main issues mentioned were the curriculum, safeguarding, communication and turnover of teaching staff. The inspection team found no evidence of a narrow curriculum or of a preoccupation with national tests; in contrast, the curriculum was found to have great breadth and depth. Inspectors discussed with senior staff and governors the reasons for increasing the security of the school's site and for changing the arrangements for admitting pupils in the mornings. The locked gates ensure that pupils are secure during the day, but able to move freely between buildings and around the site. The inspection team found that arrangements are not more extensive or restrictive than in many other primary schools. Changes to the start of the day mean that learning gets off to a crisp start. Some parents and carers were concerned that the changed arrangements reduced the day-to-day contact with their children's teachers. Inspectors noted that teachers, including the special educational needs coordinators, are available on the playground after school to speak to parents and carers. In such a large primary school, changes in teaching staff occur relatively regularly. The lead inspector talked to several members of teaching staff, some fairly new to the school and some longer-serving. They indicated that the school does much to enhance their skills and raise their aspirations, and that the usual reasons for moving on are for promotion or for experience in other schools in the UK and abroad.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Road 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 406 completed questionnaires by the end of the on-site inspection. In total, there are 720 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	236	58	122	30	33	8	7	2
The school keeps my child safe	248	61	125	31	18	4	4	1
My school informs me about my child's progress	105	26	221	54	58	14	15	4
My child is making enough progress at this school	179	44	172	42	35	9	7	2
The teaching is good at this school	220	54	153	38	18	4	5	1
The school helps me to support my child's learning	130	32	183	45	57	14	25	6
The school helps my child to have a healthy lifestyle	145	36	198	49	40	10	6	1
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)	160	39	163	40	32	8	10	2
The school meets my child's particular needs	147	36	178	44	45	11	15	4
The school deals effectively with unacceptable behaviour	122	30	197	49	39	10	12	3
The school takes account of my suggestions and concerns	97	24	168	41	63	16	53	13
The school is led and managed effectively	151	37	158	39	35	9	45	11
Overall, I am happy with my child's experience at this school	209	51	135	33	33	8	19	5

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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



20 May 2011

Dear Pupils

Inspection of Bishop Road Primary School, Bristol BS7 8LS

It was a great pleasure to meet you and see you at work and play. Thank you very much for talking to us in meetings, lessons and in the playground. What you told us was very helpful when we were making our decisions. I am pleased to say that we found Bishop Road to be an outstanding school.

Some of the main things we noticed were how well behaved, thoughtful and polite you are, how hard you work, and how high your attendance is. We think you are a credit to your school and your parents and carers. Well done!

Here are some of the other main findings.

- You make excellent progress in your learning and reach high standards in your work.
- The teachers do a really good job of making lessons interesting and fun, but also challenge you so you have to think.
- Everyone who works in the school has your best interests at heart and you are all very well looked after and kept safe.
- You have a really wide and exciting range of activities and experiences, including the popular after-school clubs.
- The school's leaders, other staff and the governing body are all working to make sure you continue to do as well as you possibly can.

Inspectors always identify what schools need to do next. We have asked that the school's leaders and the governing body look at the ways they share information with your parents and carers, to make this even better.

I hope that you will all continue to work hard and enjoy your time at school.

Yours sincerely

Linda McGill

Her Majesty's Inspector

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