

# Bidford-on-Avon CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	125625
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	363994
<b>Inspection dates</b>	14–15 June 2011
<b>Reporting inspector</b>	Krishan Sharma

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Craig Millard
<b>Headteacher</b>	Andrew Simms
<b>Date of previous school inspection</b>	16 April 2008
<b>School address</b>	Bramley Way Bidford-on-Avon, Warwickshire B50 4QG
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## Introduction

This inspection was carried out by three additional inspectors, who observed 10 teachers in 17 lessons. They also made a range of other classroom visits. Meetings were held with the Chair of the Governing Body, senior and middle leaders and groups of pupils. An inspector also talked to a group of parents and carers who attended an induction event on the second day of the inspection. Inspectors looked at some of the school's policies and procedures, pupils' written work and tracking data used to monitor pupils' progress. Ninety-three questionnaires returned by parents and carers were analysed, as were those completed by pupils and staff.

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

- How well the school tracks the progress made by different groups of pupils and uses the results to target effective support.
- The quality of pupils' assessment of their own work.
- The effectiveness of cross-curricular provision, particularly relating to literacy, numeracy and information and communication technology (ICT).
- The degree of rigour in the school's monitoring and evaluation of the implementation of its development and improvement planning.

## Information about the school

This is a larger-than-average primary school. The very large majority of pupils come from White British backgrounds. The remainder come from various minority ethnic groups, most notably from Traveller or a broad range of European backgrounds. No pupil is at an early stage of learning English, although European pupils speak English as an additional language. The proportion of those with special educational needs and/or disabilities is below average, as is the proportion known to be eligible for free school meals. The school holds Healthy School status, the Food for Life Partnership (Bronze) award, the Activemark in sport, Eco-Schools (Bronze) and the Challenge Award accredited by the National Association for Able Children in Education. The school has a registered childcare provision, but it is not managed by the governing body and was not included in the inspection.

**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

Bidford-on-Avon CofE Primary School provides a good quality of education. It has successfully maintained all its strengths since the last inspection, and some aspects of pupils' well-being are much stronger. As a result, pupils feel very secure at all times and their understanding of how to stay healthy is excellent. The school's very effective efforts in promoting healthy lifestyles are deservedly recognised in the acquisition of Healthy School status and the bronze award from the Food For Life Partnership. Relationships with parents and carers are outstanding and their responses to the questionnaire reflect a high level of confidence in the school. One, who moved from another local authority, put it succinctly: 'The school is the best start of my son's education I could have hoped for.'

Children make a good start in Reception, and good progress overall. As a result, their attainment in recent years has been above average and sometimes significantly so. Standards in reading are particularly strong as a result of the priority it has received over the years. Pupils with special educational needs and/or disabilities make good progress, as do those from the Traveller community and the small number who speak English as an additional language.

Teaching is typically good, but leaders' monitoring of lessons is focused primarily on provision rather than its impact on learning outcomes, including writing, and so there remains some inconsistency in practice. The curriculum meets pupils' needs well, despite some inefficient timetabling during the school day. Teachers often provide links between different subjects so that pupils practise and extend their basic skills, although this is stronger in literacy than in numeracy and ICT. Many good examples of informative assessment in lessons and in pupils' written work convey clearly what they have done well and what they need to do to improve their work, but this is not a consistent picture across the school. Pupils' skills in assessing their own work are similarly variable and they are insufficiently guided in some lessons.

The school's self-evaluation accurately highlights its key strengths and weaknesses. As a result, it has the right set of priorities to reflect its aspirations for the future. The plans for improvement do not always provide sufficient guidance to leaders at all levels for securing their full implementation or for checking their impact. In some cases, the proposed benchmarks are not explicit. Even so, the school's success in maintaining its strengths and securing improvement demonstrates its good capacity for sustained further improvement.

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

- Ensure that the quality of teaching and learning is consistently good or better across the school by:

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- closely focusing monitoring and evaluation on pupils' learning and progress in lessons and in their written work
  - improving cross-curricular links between subjects, with a particular focus on the use of ICT and numeracy to extend pupils' learning
  - bringing greater consistency in assessments made by teachers and pupils themselves throughout the school
  - checking to ensure that time available throughout the day is used productively to maximise pupils' learning and progress.
- Strengthen monitoring and evaluation of plans for improvement by making the benchmarks for their successful implementation clearer to leaders at all levels.

**Outcomes for individuals and groups of pupils****2**

Children enter Reception with skills and knowledge which are generally in line with those expected for their age, and the attainment levels seen in the current Year 6 were above average, reflecting good progress in most lessons. A good balance of support and challenge ensures that all groups typically do well, regardless of their background or ability. Pupils display good attitudes to their learning. Most are able to work independently and at a good pace. In many lessons, pupils talk to their peers about the work in hand and express their ideas confidently, and talk enthusiastically about the characters they have got to know in stories they have read or heard. In a Year 2 lesson, pupils were amused by the definition of a compound word as 'two words stuck together to make a big one'. As a result of the excitement this task created and the teacher's effective explanations, most pupils were able to recognise compound words accurately.

Behaviour is good in lessons and around the school, and this contributes to pupils' good learning. They willingly take on a range of responsibilities and are always keen to help others in the immediate and wider community. Pupils are keen to come to school and their attendance is now above average. Taken together, good achievement in the basic skills and their confident personal skills prepare them well for the next stage of their education. Their understanding of the difference between right and wrong is strong. Pupils' interest in understanding cultural diversity and their skills in reflecting on their own and others' daily experiences demonstrate good cultural and spiritual development.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teachers make their intentions clear and in the large majority of lessons, planned activities successfully engage pupils in their learning. Additional adults are productively deployed to support learning, and pupils with special educational needs and/or disabilities, Travellers and those who speak English as an additional language particularly benefit from this. The needs of these groups are precisely identified and effectively met. In most lessons, teachers demonstrate good subject knowledge and use it well in the questions they ask and the comments they make on pupils' work. These features are less well represented in the occasional weaker lessons.

The curriculum contributes well to pupils' basic skills and their personal development. It is tailored particularly well for pupils who have additional needs and require periodic or longer-term interventions. The provision for the more-able pupils has been endorsed by the nationally recognised Challenge Award. The cross-curricular provision has been revamped to enable pupils to practise and consolidate their skills across different subjects, particularly in literacy. The time available for teaching is not always used fully productively. For example, the timetable routinely includes an extended registration period, keep-fit time in the morning, fruit and water time at the beginning of the session after morning-break, and getting ready for home time. These sessions support social skills and health awareness, but add little to academic learning. The school's Eco-School Award demonstrates the school's concern with increasing pupils' awareness of global and

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environmental issues. Enrichment activities are successfully adding to pupils' learning and enjoyment, and the effective provision for improving pupils' physical dexterity has been rewarded with an Activemark.

Arrangements for pastoral care and support are good. Specific needs are clearly identified and support from within the school as well as external sources is targeted well to meet them. As a result, pupils receiving support and guidance make significant gains in their confidence and achievement. The school can cite examples where individual pupils were significantly helped to overcome barriers to their learning. Some parents and carers also endorsed this view in their response to questionnaires for the inspection. Effective transition arrangements smooth the arrival of all newcomers and the transfer of those leaving at the end of Year 6.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The current priorities for improvement reflect the senior leader's commitment to and ambitions for the future direction of the school. Suitably, these relate to securing improvement in the consistency of teaching and outcomes for pupils, both academic and personal. The targets set, for individuals and for the whole school, are challenging and have been instrumental in securing good progress. Interventions to support pupils with special educational needs and/or disabilities are carefully planned and their effectiveness is regularly reviewed. Monitoring and evaluation include a good range of activities. The regular collection and analysis of data assists the tracking of progress made by different groups of pupils. Consequently additional resources are judiciously deployed for maximum effect. However, observations of teaching and scrutinies of pupils' written work do not focus sufficiently on evaluating pupils' progress. This means leaders at all levels do not have a comprehensive picture of the impact of the school's policies and plans. The governing body is regularly involved in evaluating the school's work and makes good use of its members' skills to hold the school to account for its performance.

Safeguarding arrangements meet requirements, are applied consistently well by staff, and follow recommended good practice. All groups of pupils are treated fairly and no discrimination of any kind is tolerated. Potentially vulnerable pupils are known to adults in the school, who ensure their well-being. The monitoring of the performance of different groups of pupils ensures that no group is left behind. The use of external partnerships is effective in enhancing the school's provision in some specialist areas such as sports, performing arts, and for pupils with additional needs. The school is a cohesive community in which Traveller pupils are fully respected. Its facilities offer a focal point for the local

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community to extend their work skills to benefit the wider community. It has taken a range of steps to broaden pupils' understanding of communities further afield, such as those in urban and culturally diverse areas within the local authority and abroad. The school's efforts are already making an impact on pupils' growing awareness of global environmental issues and their responsibility towards others.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make good progress in all areas of learning. They display strong personal skills in relating to their peers and work responsibly on their own. Relationships with adults are trusting and this encourages children to talk freely. Most children enjoy participating in all the activities offered to them. During the inspection, their excitement was palpable when a group were keenly experimenting with water and observing the impact of running water on the movement of their boat down a tube.

A good balance of activities is planned between those chosen by children themselves and others directed by adults. During these activities, opportunities to extend children's communication skills and to challenge the more able are not always taken. The outdoor provision is particularly strong and the use of the Forest School on the school premises offers a wide range of experiences across all areas of learning. Regular teaching of how to link letters with sounds gives children a good start with their early literacy skills. Adults are skilled in observing children closely, and in assessing and recording their achievement. The Reception classes provide a stimulating learning environment in which children are able to move and learn safely. Leadership and management of the Early Years Foundation Stage are effective. The provision is regularly monitored and the 'Learning Journey' booklets represent meticulous records of children's progress, which are shared with parents and carers. Such good links are highly valued by staff and by parents and carers alike.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

The overwhelming majority of the parents and carers who responded to the questionnaire agree with all 13 statements, and their response represents a high level of satisfaction with the work of the school. The inspection findings largely endorse parents and carers' views of the school. Parents expressed no concerns about teaching or leadership and management in the school. However, the inspectors found that the school still has some work to do in tackling the variability in the quality of teaching and in improving some aspects of leadership and management.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bidford-on-Avon CofE 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 295 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	73	24	26	0	0	0	0
The school keeps my child safe	76	82	15	16	1	1	0	0
My school informs me about my child's progress	64	69	27	29	0	0	0	0
My child is making enough progress at this school	66	71	26	28	0	0	0	0
The teaching is good at this school	70	75	22	24	0	0	0	0
The school helps me to support my child's learning	63	68	29	31	0	0	0	0
The school helps my child to have a healthy lifestyle	66	71	25	27	1	1	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)	52	56	36	39	1	1	0	0
The school meets my child's particular needs	60	65	30	32	1	1	0	0
The school deals effectively with unacceptable behaviour	46	49	40	43	4	4	2	2
The school takes account of my suggestions and concerns	42	45	43	46	4	4	0	0
The school is led and managed effectively	58	62	35	38	0	0	0	0
Overall, I am happy with my child's experience at this school	71	76	20	22	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 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](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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 June 2011

Dear Pupils

**Inspection of Bidford-on-Avon CofE Primary School, Bidford-on-Avon, B50 4QG**

Thank you for welcoming the inspection team to your school and telling us your views. We enjoyed looking at your work and talking to you about it. The team judged your school to be good.

These are some of the things we liked most.

You make good progress and develop good key skills in English, mathematics and science.

You say that you feel very safe at school and your parents and carers agree.

You have an excellent understanding of how to stay healthy.

You enjoy coming to school and attend regularly.

Your behaviour is good in lessons and around the school.

Your school enjoys excellent relationships with your parents and carers.

Adults in the school take good care of you.

To improve your school further, those in charge should do the following.

Make all lessons the best they can be in all classes, and ensure that teachers make the most of the time available during the school day and in different subjects to promote your key skills.

Make sure all leaders in the school get the information they need to check whether all their plans help to improve the school. They particularly need to check the progress you make in lessons and your books more thoroughly.

You can also play your part by learning to assess your own work and using your literacy, numeracy and ICT skills whenever you can in your daily work.

Yours sincerely

Krishan Sharma

Lead inspector

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