

The Bishop Harvey Goodwin School (Church of England Voluntary Aided)

Inspection report

Unique Reference Number	133727
Local Authority	Cumbria
Inspection number	360581
Inspection dates	20–21 June 2011
Reporting inspector	Naomi Taylor

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Rev Jim Hyslop
Headteacher	Mrs Sarah Nuttall
Date of previous school inspection	13 March 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 17 lessons and observed the work of 14 teachers. Meetings were held with pupils, members of the governing body, staff and a parent. Inspectors observed the school's work and looked at school policies, pupils' books, pupils' progress data, records of meetings of the governing body, assessment records and curriculum planning. They analysed 77 parental questionnaires.

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

- Is the information on pupils' progress used to ensure that all pupils are fully challenged in lessons?
- Do marking and assessment strategies help pupils understand how to improve?
- Is the curriculum planned and delivered to maximise opportunities for pupils to develop numeracy and literacy (particularly writing) skills?
- How effective are leaders and managers at all levels in driving improvement?

Information about the school

This is a larger than average size primary school. The proportion of pupils known to be eligible for free school meals is higher than average and the proportion with special educational needs and/or disabilities is well above average. Almost all pupils are White British. There is a high level of pupil mobility. The school has achieved the Artsmark accreditation, Healthy School status and has been acknowledged by Carlisle and North Cumbria School Sport Partnership for exceptional delivery in physical education and the Sports Strategy. More recently, the school has achieved the Silver Level from Investors in People. There is on-site childcare provision which is not run by the governing body and was not part of this inspection.

In recent years there have been many changes in staffing due to unavoidable absences. The headteacher was appointed in December 2010.

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?

3

The school's capacity for sustained improvement

3

Main findings

The Bishop Harvey Goodwin is a satisfactory school. Almost all pupils say they enjoy coming to school. Most pupils feel safe in school and are appreciative of the good care, guidance and support provided by adults which contributes well to pupils' personal development.

From a generally well below average starting point, children get off to a good start in the Early Years Foundation Stage where teaching is good and children settle quickly. By the time pupils enter Year 1, attainment is closer to the level expected for their age. Overall achievement is satisfactory and pupils' attainment when they leave school in Year 6 is broadly average, except in writing, which is below average. Progress is satisfactory but improving in response to recent changes that have ensured that teaching is mainly good. Most lessons now are interesting and sustain pupils' concentration. Improved assessment procedures are providing teachers with more information about pupils but this information is not always used successfully to target work to pupils' ability.

Pupils' behaviour is satisfactory and there are clear systems for dealing with inappropriate behaviour, which are meticulously recorded. Attendance is average for most groups of pupils, but not all pupils attend regularly and too many absences affect their overall progress. Links with parents and carers are satisfactory. The school is working to extend activities to provide opportunities for families to support their children's learning. The school has developed partnerships with other schools and specialist organisations which supports pupils' learning. The school has good links within the local community and is developing opportunities for pupils to increase their understanding of communities and cultures which differ from their own.

Leadership and management are satisfactory and improving at all levels under the new leadership team. Prompt actions have firmly and successfully addressed weaknesses in teaching. There is a strong drive across the school to ensure that learning and teaching continue to improve further. Although gaps in pupils' learning remain, they are now being narrowed. The inconsistency in attainment by different year groups is being eradicated. Self-evaluation is accurate because leaders are now monitoring and evaluating the work of the school more rigorously and are clear about what is needed to improve the school. Changes include clear systems for tracking and assessing pupils' progress and interventions are now in place when it is identified that a pupil is falling behind. Although it is too early to see sustained impact on attainment, signs of increased progress are clear. Consequently, the school has satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress, especially in writing, building upon improvements in the quality of teaching so it is consistently good or better in all lessons by:
 - ensuring that teachers consistently set work that effectively challenges different groups of learners, particularly the more able
 - making sure that pupils routinely respond to the thorough marking provided by staff to further improve their work.
- Increase links with parents and carers to:
 - to raise attendance of pupils and ensure all pupils benefit from uninterrupted learning
 - work in partnership to encourage all pupils to have a consistently positive attitude to learning.

Outcomes for individuals and groups of pupils

3

In lessons most pupils work hard, concentrate well and enjoy learning, making at least satisfactory progress. When teaching is good and lessons are challenging, pupils make good progress but occasionally work is not at the correct level and thus progress is not fast enough. Progress and achievement are satisfactory overall although variable, and affected in some years by staffing disturbances and an increase in the number of pupils who start at different times through the year and have gaps in their knowledge and skills. These gaps are now closing due to successful action taken by the senior leadership team, including better deployment of staff and appropriate interventions for groups of learners. Pupils with special educational needs and/or disabilities make the same progress as their peers. They receive constructive individual support from specialist teachers and teaching assistants which gives them the confidence and skills to succeed. Overall attainment is broadly average and currently assessment information points to a rising trend, improving on the previous inconsistent outcomes of national tests. Attainment in writing is below average, although changes to the curriculum are starting to reap benefits.

Pupils' behaviour is satisfactory, both in lessons and around the school. The vast majority treat each other, staff and visitors with kindness and respect. On the occasions when this is not the case, there are clear procedures in place to address inappropriate behaviour. Pupils have a clear understanding of right and wrong and some willingly take on additional responsibilities, for example, as members of the school council. Pupils enjoy taking part in sport and music and some have enjoyed activities involving their parents and carers, such as cooking clubs. They say they feel safe in school and understand how to stay safe. Attendance is broadly average and most pupils attend regularly and punctually, although not all sustain good attendance and absence leads to gaps in their learning. Pupils have good teamwork and information and communication technology (ICT) skills enhanced by the new ICT suite. These qualities, combined with their improving literacy and numeracy skills, mean they are satisfactorily equipped for their future lives.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

The school's records of leaders' monitoring of teaching and learning, and the lessons seen by inspectors, show that teaching is improving, and although teaching overall is satisfactory, there is an increasing amount of good teaching. In the good lessons, teachers plan their lessons making good use of varied resources to meet the learning needs of pupils and to ensure progress. Work proceeds at a quick pace and is well matched to pupils' needs. When teaching is less effective, too long is spent on whole-class teaching and this limits the opportunity for pupils to work independently and to find out things for themselves. The monitoring of individual pupil's learning carried out by teachers is now thorough. However, the information from this is not used consistently to ensure that all pupils are sufficiently challenged, particularly the more-able pupils. Pupils' work is marked regularly and thoroughly. Teachers praise good work and inform pupils of their targets and what they can do to improve their work. However, teachers do not always insist that the pupils respond to these helpful comments, for example, ensuring that spellings are corrected, practised and learnt. Teachers use assessment well to identify and support pupils with special educational needs and/or disabilities and those whose circumstances make them potentially vulnerable. Teaching assistants are effectively deployed both in and out of class to ensure that these pupils receive the help they need.

The curriculum has been reviewed recently and is already having an impact on improving progress. New interventions in small groups and with individuals are having a positive

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impact and improving pupils' progress. This is enabling the needs of more pupils to be met, although more-able pupils do not yet always receive enough challenge to ensure they make enough progress. Topics, such as the Aztecs, have been introduced, which inspire boys and girls alike. Similarly, the careful choice of books in English lessons has generated enthusiasm in boys as well as girls, to develop their reading and writing skills. Each half-term there are targets across the curriculum, for example, in handwriting. This reinforces the focus in the school on developing pupils' literacy and numeracy skills. Pupils engage enthusiastically with extra-curricular activities and enjoy opportunities to be coached by Carlisle United Football Club, which increases their personal development and team building skills.

Good care, guidance and support make a positive contribution to pupils' progress and to their personal development. The school works closely with a cluster of other schools and outside agencies to ensure that all pupils, and particularly those who are potentially most vulnerable because of their circumstances and those with special educational needs and/or disabilities, have the expert help they need. Procedures to improve attendance are rigorous, but as yet not fully effective in impressing on parents and carers the need for good attendance. There are good arrangements to ensure that children settle happily when they start school and also make a smooth transition to secondary education. The good quality of care ensures a warm welcome to the many newcomers who start at different times during the school year. This enables them to settle quickly and to make new friends.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership and management of the headteacher and the senior leadership team have been instrumental in bringing about recent improvements to the school. A clear vision for improvement is now shared by all staff. Staff feel valued and morale is high. Monitoring of pupils' progress is more robust and more pupils who are identified as underachieving are provided with opportunities to help them to improve. Gaps in the progress of different groups are closing, although the more able do not always make enough progress. As a result, equality of opportunity is satisfactory. Teachers are supported to improve their practice. However, these improvements to the quality of teaching, to leadership and management responsibilities at all levels and the use of assessment data are yet to be fully embedded to have the desired long term impact on improving the school.

The governing body provides satisfactory leadership. Members are linked to specific classes and join them on trips, such as to the Carlisle Courts. The governing body is

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supportive and becoming more involved in evaluating the school's performance and planning for improvement.

Partnerships with other schools provide opportunities to share good practice amongst staff and enhance pupils' learning. The newly formed parents and carers group has already made a significant amount of money to support the school. The school is working diligently to increase links with parents and carers to help them to support their children's learning. Safeguarding arrangements are satisfactory and monitored. Staff are appropriately trained and adopt good practice in the area of child protection. The school promotes community cohesion well within the local community and is developing its work further to provide an understanding of those from other backgrounds and cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Pre-Nursery, Nursery and Reception classes with skills which are well below those expected for their ages. Most children enjoy being at school, play happily with their friends and form good relationships with adults. They make good progress and their attainment is closer to average when they enter Year 1. Teaching is effective and all staff work diligently to ensure that children make particularly good progress in their personal development and are equipped with the skills needed to learn. Children's progress is assessed carefully and their individual needs are met. Teachers offer a good range of learning opportunities in and outside the classroom. Children enjoyed the range of activities linked to the life-cycle topic, exploring the stages of development from caterpillar to butterfly, which included both independent child-initiated and teacher-led tasks. Although staff make effective use of the outdoor space, this resource is due to be improved and plans point to greatly enhanced learning opportunities.

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The Early Years Foundation Stage is well led and managed. Staff work together to plan children's learning very effectively. All safety and welfare requirements are well met. Careful evaluation of practice ensures clarity about the way ahead.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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

A very large majority of parents and carers who responded to the questionnaire are pleased with the education the school provides. They particularly value the care and support their children are given and several commented on how much the school has improved recently. The few comments received on particular concerns were scrutinised by inspectors who were satisfied that the school has appropriate policies and takes and records the necessary actions to manage appropriately matters that arise on a day-to-day basis.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Bishop Harvey Goodwin School (Church of England Voluntary Aided) 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	31	41	53	11	14	1	1
The school keeps my child safe	19	25	45	58	9	12	4	5
My school informs me about my child's progress	19	25	45	58	12	16	1	1
My child is making enough progress at this school	24	31	36	47	14	18	2	3
The teaching is good at this school	22	29	43	56	7	9	3	4
The school helps me to support my child's learning	23	30	37	48	14	18	1	1
The school helps my child to have a healthy lifestyle	21	27	48	62	5	6	2	3
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)	18	23	44	57	7	9	2	3
The school meets my child's particular needs	22	29	44	57	9	12	2	3
The school deals effectively with unacceptable behaviour	12	16	40	52	13	17	11	14
The school takes account of my suggestions and concerns	17	22	37	48	15	19	5	6
The school is led and managed effectively	19	25	42	55	13	17	2	3
Overall, I am happy with my child's experience at this school	22	29	42	55	10	13	3	4

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.



22 June 2011

Dear Pupils

Inspection of The Bishop Harvey Goodwin School (Church of England Voluntary Aided), Carlisle, CA2 4HG

Thank you so much for making us welcome when we came to inspect your school. A particular 'thank you' to those who took time to talk with us about all the things that you do and enjoy in school. Please thank your parents and carers for filling in the questionnaires.

Yours is a satisfactory school where you all make satisfactory progress. There are many signs that your school is improving and helping you to make better progress in lessons. The care, guidance and support that you receive are good. Under the new headteacher there have been improvements in the teaching that you receive.

This is what we have asked the staff to do:

- to increase your progress, especially in writing, by making sure that teachers always set you work at just the right level and insist that you respond to any comments they make when they mark your work
- to have closer links with your parents and carers to ensure that you all attend regularly and have a positive attitude to your work.

You can help your school improve further by attending school regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Naomi Taylor

Lead inspector

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