

Bishops Cannings Church of England Aided Primary School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 126395 |
| Local Authority | Wiltshire |
| Inspection number | 360073 |
| Inspection dates | 28–29 June 2011 |
| Reporting inspector | Diane Wilkinson |

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 | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 188 |
| Appropriate authority | The governing body |
| Chair | Nick Bancroft |
| Headteacher | David Wade |
| Date of previous school inspection | 18 September 2007 |
| School address | The Street Bishop Cannings, Devizes, Wiltshire Devizes SN10 2LD |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed seven teachers. They held meetings with members of the governing body, staff and pupils. They also spoke with a small number of parents and carers who were bringing their children to school. Inspectors observed the school's work, and looked at analyses of pupils' progress together with a sample of pupils' work. They scrutinised records of the governing body meetings, development planning and monitoring, the school's own survey of parents and carers, and local authority reports. Other documentation used included a range of policies and procedures, including those associated with safeguarding and curriculum planning documents. They also scrutinised questionnaires returned by 84 parents and carers and 93 pupils.

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

- The consistency of progress across year groups and subjects.
- How well the school is improving provision and outcomes in writing and mathematics.
- The quality of challenge and support for the more-able pupils.
- The effectiveness of the governing body and subject leaders in supporting monitoring and development work.

Information about the school

Bishops Cannings is a smaller than average primary school where some pupils are taught in mixed-age classes. The vast majority of pupils are of White British heritage, with none speaking English as an additional language. A minority of pupils live outside the school's catchment area. The proportion of pupils with special educational needs and/or disabilities is below average. These pupils' needs mainly relate to specific learning and speech, language and communication. The proportion of pupils known to be eligible for free school meals is below average. A greater proportion of pupils than is seen nationally join or leave the school between Reception and Year 6. The school holds the Healthy School, Activemark and Investors in People awards. A pre-school managed by a private provider shares the school site. It was not inspected by this inspection team.

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

Bishops Cannings Primary is a good school.

Children get off to a strong start in the Early Years Foundation Stage, where staff work with the pre-school and parents and carers in an outstanding way to support children's learning. Excellent induction arrangements help Reception children to feel happy and safe at school.

Progress across all phases of the school is good because the broad, rich and interesting curriculum enhances pupils' learning and enjoyment well. Teaching is consistently good in all year groups, including in English and mathematics. There are a few outstanding lessons, where pupils make excellent progress. In the majority of lessons, planning clearly identifies activities that are well matched to the levels at which different groups are working. But, sometimes, opportunities are missed to make it totally clear exactly what pupils are expected to learn.

Achievement is good. Attainment has been rising well overall since the last inspection, especially by the end of Reception and Year 2, where this is now above average and on track to be maintained at this level for the pupils currently in Year 2. In other year groups, attainment is above the expected levels so that the school is well placed to lift attainment from average by the end of Year 6 in the future. However, over the last three years, pupils' attainment by the end of Year 6 has been average. This is due to the high turnover of pupils since Year 2 and because there is room for the most able pupils to reach higher levels of attainment. From pupils' starting points, which do vary from year to year, they make good progress. Pupils do exceptionally well in information and communication technology (ICT).

Pastoral care and support is good. Pupils develop responsibility, form positive relationships and behave well. Their knowledge of how to achieve safe and healthy lifestyles is good. Involvement in local events, for example with the church or sports competitions is good. The recent visit of staff and students from a school in Tours has helped widen pupils' understanding of what life is like elsewhere. However, their knowledge of diverse communities is underdeveloped; this results in community cohesion being satisfactory rather than good.

Senior staff, together with the governing body, drive forward improvement, showing good vision and drive. They are effectively supported by subject leaders who have led focused improvements in writing and mathematics. There is a strong commitment to improve the school further. Self-evaluation is effective because enhanced assessment and tracking systems provide very good information on the effectiveness of provision so that weaknesses can be speedily addressed. Since the last inspection leaders have consolidated

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and improved further in a concerted way. As a result of these strengths, the school has a good capacity to improve further.

What does the school need to do to improve further?

- Raise achievement still further, especially by increasing the proportion of pupils reaching the higher levels of attainment by the end of Year 6 through:
 - improving the quality of teaching so that at least 25% is outstanding by the end of the next academic year
 - giving pupils, especially the more able, better opportunities to extend their learning in problem-solving activities and open-ended tasks
 - ensuring that planning focuses more on what different groups of pupils are expected to learn rather than on the activities provided for them.
- Widen community cohesion by ensuring that pupils develop a greater understanding of cultural diversity both in this country and globally.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and feel safe, quickly developing confidence and self esteem, recognising how to avoid hazardous situations and learning about the importance of eating healthily and exercising regularly. Pupils are curious about the world around them and embrace new experiences which broaden their understanding, such as engaging enthusiastically in artistic, sporting and cultural opportunities. Pupils' awareness of local culture is especially well developed. However, although improving, they do not yet have a wide insight into similarities and differences between their own and others' cultures. Nevertheless, there are immense strengths in pupils' spiritual, moral and social development, which is why their overall spiritual, moral, social and cultural development is graded as good. This is evident in pupils' capacity to reflect, especially on the consequences of their actions. They recognise their responsibility towards others, willingly acting as school councillors, promoting eco awareness or helping supervise events for younger pupils. Year 6 pupils made excellent arrangements for some of the activities planned for the Tours students' visit and produced very high quality multimedia presentations related to the recent visit that they made with French students to Bath. The impressive ICT work, when combined with their secure literacy, numeracy and good social skills, helps prepare pupils for the future.

Attainment at the end of Year 2 has risen well. Pupils know how to use standard measures, becoming skilled at estimating length, weight and capacity. They write confidently, using 'wow' words to enliven their work so that it interests the reader.

In the lessons seen in Years 3 to 6, a very effective focus on developing important skills is helping to eradicate past weaknesses. By the end of Year 6, in mathematics, most pupils calculate accurately and record effectively in different and individual ways. They were seen confidently applying these skills to work with data or measures, such as when changing grams to kilograms or comparing fractions and decimals. They are less skilled at using these in problem-solving activities because opportunities for extended open-ended tasks are limited. In writing, a good focus on the styles of famous authors such as Tolkien

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or Shakespeare helps pupils use language effectively. For example, Year 6 pupils produced effective Mr Men books to read with younger pupils.

Vulnerable pupils, including those with special educational needs and/or disabilities, are supported well by special programmes to help them catch up, so the proportion of pupils reaching the levels expected for their age is greater than in most schools. The more-able pupils reach the levels of which they are capable, but in Years 1 to 6, too many worksheets are used for activities to promote high achievement, which limits the extent of their progress. Also, less attention is given to encouraging pupils performing just below the higher levels to reach them.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| 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 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| 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 | 2 |

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 curriculum provides a range of learning experiences which support pupils' education and well-being effectively. An excellent programme of visits, visitors and after-school activities greatly enhance pupils' enjoyment and promote learning in a range of subjects; these are very popular. Pupils' strong personal development is reflected in the school's Healthy School and Activemark awards.

Basic skills are effectively promoted. Carefully targeted programmes, to support pupils whose circumstances may make them vulnerable, have been particularly successful in supporting their equality of opportunity. Activities to extend talented pupils' skills, for

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example in sport, are good. Opportunities are sometimes missed to promote high achievement for more-able pupils in literacy and numeracy other than in the Reception class.

Improvements in teaching have successfully achieved consistency in important features such as good behaviour management and the use of assessment and pupil targets to support learning. Planned activities are usually well matched to different pupils' stages of learning. However, planning does not always focus sufficiently on what pupils are expected to gain from these, nor encourages pupils working just below the higher levels to try and achieve them. Resources aid learning well; for example, in an excellent lesson a film clip was used to especially good effect to inspire pupils' writing. Progress is assessed well so pupils are given good advice on how to improve.

Pupils are safe and well cared for recognising that they can go to any adult if they feel ill or have an accident. Well-deployed and effectively briefed teaching assistants support group or individual learning well. The induction procedures for Reception children are excellent and very effective arrangements ensure a smooth transfer to secondary school. A very careful check is kept on any absences in order to act swiftly when necessary to help improve attendance.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders steer the school's work well. Very detailed evaluation of development strategies and pupils' progress helps keep all leaders and managers well focused on areas where improvements can be made. The school's development planning is well targeted to address areas for improvement. The information is effectively shared with staff, as is accountability for pupils' achievement. Staff willingly take on responsibility for important aspects, for example the moderation of levels assessed in pupils' work to ensure consistency. Good monitoring and support for teaching has raised the quality well.

The governing body is well informed and supports and challenges the school efficiently. Very good monitoring protocols help ensure that teamwork between staff and governors is very good. Effective financial management and deployment of resources enhance the accommodation and provision.

The school benefits considerably from individual governors' expertise, especially with regard to safeguarding procedures, which are rigorous and effective. Risk assessments, child protection, staffing vetting and recruitment procedures are good. Staff and governors are equally rigorous in promoting equality and tackling discrimination. The inclusion of

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vulnerable pupils is a strength, with development planning well focused on achieving similar success for more-able pupils. Discrimination is not tolerated and racial incidents are rare.

Productive partnerships with other schools and organisations enhance learning and welfare, exceptionally so for curriculum enrichment and pupils' enjoyment. Promotion of community cohesion within the school and local community is good, although the raising of awareness of diverse communities is underdeveloped.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Provision is a strength. The leader's expertise is very good and she has instituted strong teamwork amongst all staff and volunteers, including parents and carers. There is a constant reflection on the effectiveness of provision so this is continually being refined and improved.

Reception children make good progress in all areas of learning and most reach the levels expected. An increasing number exceed them because of the very good activities for more-able children. Very good planning also supports children who find learning difficult especially well. These are important reasons for achievement continuing to improve. Adult-led activities place a strong emphasis on making learning fun while ensuring children develop important skills. For example, children quickly learn simple addition when counting the animals into the ark. Learning new letters or sounds is enhanced, for example, through using rhymes or songs and children enjoy writing because they can practice big letters on the board before writing them neatly in the story books they make.

Carefully planned independent activities support learning in all areas, including promoting social skills. Children love choosing what to do and work well together, taking turns and

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confidently discussing things with each other or adults. Activities, ranging from role play using puppets or masks to making wheeled toys from construction equipment, support learning well. The outdoor area is rather small and hard surfaced which occasionally limits outdoor learning opportunities. A planned building project will help address this and in the meantime staff work hard to make the best use of the outdoor area they have.

New procedures for the assessment and recording of children's progress provide a very comprehensive record. This is effectively shared with parents and carers, who are very pleased to be able to add to this regarding children's developments observed at home.

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 higher percentage of parents and carers than is seen in most schools returned the Ofsted questionnaire. Overall, they are happy with its work and agree that their children enjoy being there. They are especially pleased with the way the school keeps their children safe and helps them to have a healthy lifestyle. Inspection evidence agrees with these views and those expressed by the large majority of parents.

The main issues raised in the Ofsted questionnaire concerned the way in which the school helps parents and carers to support their children's learning, how well unacceptable behaviour is dealt with, the response to their suggestions and concerns, and the quality of leadership and management. Inspection evidence shows that a good range of information is provided on how to support children's learning, including with regard to homework. Where individual parents or carers seek specific advice, staff are very helpful. The school is aware that more information would be welcome and plans are in hand to increase this. The procedures for promoting good behaviour are effective; children report that behaviour is good and throughout the inspection they behaved well in lessons and around the school.

Inspectors found that there are a wide range of opportunities for parents and carers to record their concerns or suggestions and that these are responded to well overall, as seen in the information provided. Inspectors agree that there may be a few occasions when parents and carers are not consistently aware of how any concerns or suggestions raised are responded to. Inspectors also found that leaders are improving communication in this aspect well. Overall, the partnership with parents and carers is strong. Evidence indicates that leaders and managers are successfully improving the quality of provision in all aspects of the school's work so that pupils' outcomes are good. This is an important feature of good leadership and management.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishops Cannings Church of England Aided 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 46 | 55 | 32 | 38 | 4 | 5 | 1 | 1 |
| The school keeps my child safe | 44 | 52 | 34 | 40 | 4 | 5 | 2 | 2 |
| My school informs me about my child's progress | 30 | 36 | 39 | 46 | 11 | 13 | 2 | 2 |
| My child is making enough progress at this school | 37 | 44 | 34 | 40 | 8 | 10 | 3 | 4 |
| The teaching is good at this school | 31 | 37 | 39 | 46 | 8 | 10 | 2 | 2 |
| The school helps me to support my child's learning | 27 | 32 | 36 | 43 | 15 | 18 | 3 | 4 |
| The school helps my child to have a healthy lifestyle | 28 | 33 | 53 | 63 | 0 | 0 | 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) | 33 | 39 | 36 | 43 | 7 | 8 | 2 | 2 |
| The school meets my child's particular needs | 28 | 33 | 40 | 48 | 10 | 12 | 3 | 4 |
| The school deals effectively with unacceptable behaviour | 25 | 30 | 35 | 42 | 15 | 18 | 8 | 10 |
| The school takes account of my suggestions and concerns | 24 | 29 | 34 | 40 | 11 | 13 | 7 | 8 |
| The school is led and managed effectively | 23 | 27 | 30 | 36 | 14 | 17 | 11 | 13 |
| Overall, I am happy with my child's experience at this school | 34 | 40 | 40 | 48 | 4 | 5 | 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.



30 June 2011

Dear Pupils

**Inspection of Bishops Cannings Church of England Aided Primary School,
Devizes SN20 2LD**

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do and want to thank those pupils who gave up their lunchtime to talk to us. We have judged your school to be good and are pleased that you and most of your parents and carers agree.

Here are some of the things we found out were especially good about the school.

- Reception children get off to a good start.
- You work hard, behave well and do lots of things to help each other.
- Staff provide interesting activities to support your learning and those provided by visits or visitors and out-of-school clubs are very good.
- You are well taught and staff keep a careful check on how well you are doing so they can give you good advice on how to improve.
- You are well looked after and feel happy and secure in school.
- Your headteacher, staff and governors have helped your school improve well and we are confident that they can carry on improving it further.

Here are some of the things we have asked the school to do now.

- Work towards making more lessons outstanding through making it clear what you are expected to learn and providing better activities to help all of you do your best.
- Help you learn more about communities who have a different way of life.

Best wishes for the future.

Yours sincerely

Diane Wilkinson

Lead inspector

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