

Bishops Cleeve Primary School

Inspection report

Unique Reference Number	115571
Local Authority	Gloucestershire
Inspection number	357782
Inspection dates	29–30 June 2011
Reporting inspector	Judith Rundle 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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Mr David Hillyard
Headteacher	Mr Steven Savory
Date of previous school inspection	19 March 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They visited 21 lessons and 25 other activities, observed 14 teachers and held meetings with the headteacher, staff, pupils, governors and parents. They observed the school's work, and looked at the school's improvement plan and its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, minutes of governing body meetings, and analysed questionnaires completed by staff and pupils and 215 questionnaires from parents and carers.

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

- Whether the quality of teaching and the use of assessment are consistently good or outstanding across the school.
- Whether opportunities and strategies that appear to be leading to accelerated progress of boys in Key Stage 2 are being successfully transferred to earlier age groups.

Information about the school

Bishop's Cleeve is an above average-sized school, with an increasing number on roll. The school has slightly more girls than boys. Most pupils are from a White British background and few pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is average, as is the proportion of pupils with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. The school has gained a number of awards, including Artsmark Gold, Healthy School, ICT mark and a sports kitemark.

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's Cleeve is an outstanding school where pupils thrive in their academic and personal achievements. The school's ethos of 'Be the best you can be' permeates all aspects of its work, resulting in pupils who are ambitious and successful. Excellent leadership and management, led by the outstanding headteacher, have brought about significant and positive changes, especially since the last inspection, that have led to a trend of continuous improvement. This is reflected in pupils' outstanding attainment and good progress, particularly in boys' increased willingness and ability in writing. The headteacher has successfully created a highly cohesive team of staff who have been enabled to initiate, develop and drive improvements forward. These positive and high-impact changes indicate that the school has outstanding capacity to improve further.

Staff morale is exceptionally high and parents and carers frequently comment that staff 'go the extra mile' to ensure their children achieve success. Collaboration with parents and carers, external partners and governors is a strong feature of the school's work, resulting in everyone working together to ensure pupils have a broad range of high quality experiences and opportunities. Pupils are proud of their school and parents and carers are overwhelmingly supportive. As one parent says, 'This is a wonderful place for our children to learn; the staff genuinely care about them and their development as individuals. They recognise their academic achievement, but also develop their behaviour, confidence and belief in themselves.'

The outstanding curriculum and enrichment programme provides pupils with unique and memorable experiences both within and outside the school environment. Work is planned very carefully to help pupils understand the links between different subjects and to use their skills in a variety of different situations. Work in Year 5 on pupils' heroes brings together well their skills in English, art, and information and communication technology. Pupils talk with real enthusiasm about their visit to York to learn about the Vikings, and activities in the World Awareness week enable them to learn about other countries, faiths and cultures in exciting and dynamic ways. Pupils thoroughly enjoy learning and want to be in school. Consequently, attendance is above average.

The quality of teaching is good overall, with rapidly increasing proportions that are outstanding across all age groups. Teachers share their good practice, including successful support for staff in partnership schools, which brings about the continuous improvement, although outstanding teaching is not consistently embedded as yet. Teachers and teaching assistants work together very effectively and their complementary skills ensure pupils are supported well at all times, especially those identified with special educational needs and/or disabilities.

All pupils make good progress because of the quality of support and provision. Pupils' attainment has been continuously rising and is now significantly above average by the end

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of Key Stage 2. The initiatives introduced for story telling in writing have significantly improved the engagement of all pupils, and particularly boys, throughout the school. The proportion of pupils attaining the higher Level 3 and Level 5 at the end of each key stage is now well above average in both English and mathematics. Boys and girls attain equally well. Pupils identified with special educational needs and/or disabilities make outstanding progress because of the individual support they receive.

Pupils are given, and undertake, high levels of responsibility across the school. Their work in the safety team, green team and as school councillors enables them to have an active voice in decisions about the school. The opportunity for collaborative work between different age groups is a strong feature of the school's work, especially through sports and singing leaders.

Inclusion is at the heart of the school's work. Pupils benefit from outstanding care, guidance and support. All staff know pupils and their needs thoroughly. As a result, pupils are supported and challenged at the right level to ensure their success. Links with parents and carers and external agencies are excellent. All pupils say they feel safe in school and that no form of discrimination is tolerated. They show a great deal of care towards each other and are especially welcoming to pupils who join the school at different times. The procedures for transition when pupils join the school and move to secondary are outstanding and are used as exemplars of good practice by the local authority. All parents and carers say the school keeps their children safe.

Leaders at all levels have excellent awareness and understanding of the school's work because of robust monitoring and self-evaluation procedures. The role of governors has developed well. They fulfil their statutory duties and are particularly rigorous in ensuring the safeguarding of pupils and staff. They have already identified the need to take a more strategic role in the next phase of the school's development. Improvements since the last inspection have brought about positive changes, including greater consistency in teachers' marking to help pupils understand their next steps in learning and extending boys' enjoyment of, and engagement with, writing.

What does the school need to do to improve further?

- Bring about more consistently outstanding teaching by sharing more widely the outstanding practice that already exists in the school.

Outcomes for individuals and groups of pupils

1

Children enter the Reception class with skills broadly in line with those expected. By the end of Year 6, all pupils, including those with special educational needs and/or disabilities, are working at levels well above those expected for their age. Work seen in Year 6 books indicates highly developed writing skills for a broad range of purposes. Their creative writing shows imagination and flair to engage the reader. This high level of attainment is also reflected in other subjects. Pupils sing with enthusiasm and art work is of the highest quality. Pupils are confident in using information and communication technology to research independently, to manipulate data and to animate images. Pupils of all ages enjoy lessons, as reflected in their motivation and perseverance to complete tasks to a high standard. They take a great deal of pride in their work and want to share it. One Year 2 pupil excitedly told inspectors how he had used commas and adjectives in his work to make it more interesting, others were keen to show their understanding of complex

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mathematical calculations and Year 5 sports leaders explained clearly how they had altered activities to make them harder or easier for younger pupils during sports afternoon.

Pupils have very well developed understanding of safety-related issues and know who to talk to if they have a problem. They are confident any issues will be resolved swiftly. All pupils have access to two hours of physical education each week and large numbers attend the extensive range of extra-curricular sports activities available. They know the benefits of a healthy lifestyle, and more pupils, although not all, are making independent choices to adopt these through healthy snacks and drinking water throughout the day. Behaviour is exemplary in and around the school. Pupils are polite, courteous and welcoming, especially when they become buddies. They make significant contributions to the school and local community. Pupils' spiritual, moral, social and cultural understanding is outstanding. They understand right and wrong and can resolve issues with the help of peer mediators. Pupils have opportunities to reflect spiritually through assemblies and in classrooms to explore their own and others' feelings. Links with schools in other parts of Britain, India and Africa enable pupils of all ages to have a well-developed understanding of other people's faiths and cultures.

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	2
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	2
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	2
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

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How effective is the provision?

Teachers have very high expectations of pupils that ensure they have high aspirations and ambition to achieve for themselves. As a result, pupils become increasingly independent in their learning as they move up through the school and find their own creative solutions to tasks. Teachers are highly effective at planning work that meets the individual needs of pupils in the class. A good range of activities and resources are used to engage and excite pupils' interest in learning, especially when this makes use of their preferred learning style. The deployment of teaching assistants is a strength of provision, particularly in the one-to-one support for pupils with special educational needs and/or disabilities or small group work. Occasionally, the pace of learning drops when there is too much teacher input or the challenge for higher ability pupils is not high enough. Procedures to assess, monitor and evaluate pupils' progress are good. Analysis of assessment data leads to swift and effective interventions for any pupils identified as not making the expected progress. Pupils all know their targets and have thorough understanding of their next steps in learning because of the high quality references on how to attain targets in lessons and marking. Pupils are eager to reach their next 'could' or 'could even' target. Teachers are good at observing and intervening at the right time with effective questions to bring about improvements in pupils' work. The quality of feedback and marking has improved since the previous inspection and is good. Where this is particularly effective, marking consistently highlights strengths, makes specific suggestions for the next steps in learning and leads to pupils' higher attainment.

The curriculum is broad, balanced and matches the needs and interests of pupils extremely well. It provides memorable experiences through highly developed cross-subject topics which are enhanced further through the rich and varied enrichment programme. Pupils have outstanding opportunities to give their input to curriculum development. The development of pupils' understanding and appreciation of the arts has a high profile in the school. Pupils have opportunities to learn French and Spanish, to make films and to learn through the outdoor environment. Classrooms are stimulating and vibrant environments that celebrate and support pupils' learning. Effective use is made of information and communication technology across a range of subjects to engage and extend pupils' thinking and independent research skills. Pupils' entrepreneurial skills are developed through enterprise events and pupils experience taking different roles through the innovative 'mantle of the expert' approach to learning.

Procedures for the identification and support of pupils with special educational needs and/or disabilities are robust, enabling swift and well-targeted support to ensure they gain maximum benefit in lessons. The school seeks out and makes best use of additional funding. For example, the 'do something different' programme targets vulnerable pupils and enables them to experience different activities such as horse-riding to improve their confidence and self-esteem. Similarly, the weekly 'fizzy' activities successfully help pupils improve their coordination or social interaction skills. The exemplary partnerships with parents and excellent links with external agencies ensure that pupils receive swift support as required, leading to high levels of confidence in the school by both pupils and their parents and carers.

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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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All school leaders have a clear and sharp focus on driving improvements and continuously look for new ways to improve the opportunities and outcomes for pupils. Collaboratively they set and attain ambitious targets for improvement. All staff, especially those with areas of responsibility, are enabled to initiate, take risks and introduce innovative ways of working. Consequently there is no complacency and a real momentum for continuous improvement. Monitoring of the school's work is extremely well developed and staff are robustly held to account for pupils' progress in classes and subject areas. Staff across the school are fastidious in securing pupils' equality of opportunity. Professional development and sharing of good practice have a high profile within the school, leading to high quality provision.

The governing body has good insight into the work of the school. It provides good support to the headteacher and staff and is increasingly confident in challenging and evaluating the school's work. It is particularly rigorous in ensuring that safeguarding procedures meet requirements and are reviewed regularly. It has clear and secure systems to seek and respond to the views of parents and carers.

The promotion of community cohesion is outstanding and is integral to the school's work. The school knows its own and local community extremely well and is fully involved in local events and activities. Parents and carers say they feel included as part of the school community because they are welcomed and included, and communication between them and staff is frequent and of high quality. Staff have created a wealth of opportunities for pupils to link with other people nationally and globally that helps them explore, understand and respect their own and others' differing circumstances. Highly effective partnerships have been created with local schools to lead and share good practice.

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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	2
The effectiveness of the school's engagement with parents and carers	1
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

Leadership and management of the Early Years Foundation Stage are outstanding. Children settle into school swiftly because of the robust procedures before, and at the start of, their time at the school. Children thoroughly enjoy being in school. They make good progress overall and swift progress in their personal, social and emotional development and their speaking and listening skills. Their opportunities to develop creativity are outstanding. Assessment procedures are robust and enable the early identification of, and intervention with, children who are not making the expected progress. When children finish in the Reception class, they are all working at, and many above, the expectations for their age across all areas of learning. One parent summarised what many said thus: 'The early years at Bishop's Cleeve have been enjoyable and a terrific learning environment.'

Provision is outstanding. Classrooms are stimulating and children benefit from an excellent balance of indoor and outdoor activities led by the teacher and those initiated by the children themselves. The school recognises the need to develop the outdoor learning environment further. Teaching is outstanding overall and staff use innovative approaches that enable children to learn through play and exploration. Partnerships with parents are extensive and procedures to ensure children are safe are rigorous.

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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	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are overwhelmingly supportive, with all those who returned the questionnaire saying they are happy with their children's experience at the school. All respondents say their children enjoy school, the school keeps their children safe and that teaching is good. An overwhelming majority are very pleased with the progress their children are making, and feel the school meets the needs of individual children well. One parent summarised what many said thus: 'Bishop's Cleeve is a fantastic place where children don't just learn; they grow as individuals.' Children are motivated and want to come to school. A very small number of respondents comment that the school does not take account of their concerns or suggestions. Inspectors found partnerships with parents were outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop's Cleeve 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 215 completed questionnaires by the end of the on-site inspection. In total, there are 470 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	157	73	57	27	0	0	1	0
The school keeps my child safe	165	77	49	23	1	0	0	0
My school informs me about my child's progress	135	63	76	35	2	1	0	0
My child is making enough progress at this school	131	61	79	37	5	2	0	0
The teaching is good at this school	154	72	60	28	1	0	0	0
The school helps me to support my child's learning	137	64	69	32	5	2	0	0
The school helps my child to have a healthy lifestyle	137	64	73	34	1	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)	156	73	56	26	0	0	0	0
The school meets my child's particular needs	135	63	72	33	4	2	0	0
The school deals effectively with unacceptable behaviour	117	54	87	40	5	2	1	0
The school takes account of my suggestions and concerns	115	53	86	40	7	3	0	0
The school is led and managed effectively	152	71	56	26	4	2	0	0
Overall, I am happy with my child's experience at this school	159	74	55	26	1	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).

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.



1 July 2011

Dear Pupils

Inspection of Bishop's Cleeve Primary School, Cheltenham, GL52 8NN

Thank you for making us feel so welcome and for talking to us when we came to visit your school recently. We thoroughly enjoyed meeting you and it was a privilege to see your school and your work.

Your school provides you with an outstanding education. Your headteacher and other leaders at the school are outstanding. All the staff work extremely well together to find new ways of working and improving the school's work. You are lucky to go to such a happy school where you are helped to develop high standards, both academically and personally. You are polite, courteous and very welcoming. Your behaviour is excellent and you show a great deal of care for each other. You make good progress and your attainment in all your work is significantly above average.

We found that teaching is good and that all the adults at the school know you and your needs extremely well. You have excellent opportunities to learn in different ways, through an exciting and varied curriculum and a wealth of enrichment events. You thoroughly enjoy taking responsibilities and are extremely mature when you take these roles. We really enjoyed watching your work as young sports leaders and when you worked together during the World Awareness week to learn about different countries.

I hope that you continue to work hard, and continue enjoying school and learning new things. Thank you once again for showing us your school.

Yours sincerely

Judith Rundle

Her Majesty's Inspector

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