

# Bishop Loveday Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123182
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	359380
<b>Inspection dates</b>	6–7 July 2011
<b>Reporting inspector</b>	Julie Bourdon-Pierre

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Henry Blencowe
<b>Headteacher</b>	Christine Woodward
<b>Date of previous school inspection</b>	10 March 2008
<b>School address</b>	White Post Road Bodicote Banbury OX15 4BN
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<b>Email address</b>	office.3351@bishop-loveday.ocnmail.net

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## Introduction

This inspection was carried out by four additional inspectors. A total of 19 lessons were observed taught by 19 teachers. A learning walk was also undertaken with the headteacher. Meetings were held with the senior leadership team, other staff, pupils and members of the governing body. Inspectors also talked informally to parents and carers at the beginning of the school day. They observed the school's work, and looked at documentation including the school development plan, policies and procedures in relation to the safeguarding of pupils and data about their progress. Inspectors also considered the views of pupils, staff and 151 parents and carers expressed in their responses to questionnaires.

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

- The extent to which pupils, including those with special educational needs and/or disabilities, are doing better in English than mathematics and how well leaders drive improvement in mathematics.
- Whether teaching has improved sufficiently to enable all pupils to make good progress, particularly the more able, and the extent to which boys are doing as well as girls in Key Stage 1.
- Whether the Early Years Foundation Stage has improved since the last inspection.

## Information about the school

This is a larger-than-average two-form entry primary school. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, although the school has several pupils with significant disabilities and highly specific needs. The school runs a breakfast club for which the governing body has responsibility. Children enter Bishop Loveday Church of England Primary School from a number of different providers. The school has won a number of awards including Healthy Schools, Eco Green Flag, Quality Mark Basic Skills (2010) and Activemark Gold.

**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

Bishop Loveday is a good school. Satisfactory at its last inspection, school leaders and staff have worked very effectively together to improve teaching and learning. As a result, pupils' progress has accelerated, particularly over the last year, and their academic achievement is now good. Children make a good start in the welcoming learning environment of the Early Years Foundation Stage. The school's warm and caring ethos underpins its work. The school takes exceptional care of its pupils and arrangements for their safeguarding are robust. A number of parents and carers commented on how the school's provision for pupils who face challenges in their lives and are potentially vulnerable has enabled their children to take part in all aspects of school life. Typically, one parent explained how her son's additional needs had been catered for, 'I cannot praise the school highly enough; the wonderful support from the teaching assistant has enabled my son to catch up and be ready to start high school in September.' Pupils' enjoyment of school is reflected in their high attendance and good behaviour. By the time pupils leave the school, attainment is above average in English and mathematics. Attainment in English has been significantly above average over the last four years and consistently higher than in mathematics. As a result of a strong focus on mathematics this year, progress has accelerated in the subject and the gap between English and mathematics has closed significantly. Following the successful strategies to improve transition into Year 1, such as opportunities to motivate the boys in their learning through effective use of the outdoor area, boys are now doing as well as girls in Key Stage 1.

A major factor in pupils' accelerated progress is improved teaching. Teachers have very positive relationships with their classes and use a range of strategies to cater for all ability levels. The effective support from teaching assistants enables less-able pupils and those with significant disabilities to maintain their engagement and make good progress. Recent changes in the school's curriculum are focusing more on the skills that pupils need to develop and are allowing pupils to have more of a say in what they learn but this is still developing. Pupils appreciate the supportive comments teachers make in their books but marking does not consistently or specifically identify the next steps in pupils' learning.

Pupils' good personal development has been maintained and built upon since the last inspection. Partnerships, such as with the local special school, promote pupils' understanding of children with specific needs and how they can help them. However, the school's provision for community cohesion is not as strong at national level and pupils' understanding of other cultures is more limited.

The school has improved in many aspects of its provision with the result that attainment has risen and pupils' progress has improved. In the Early Years Foundation Stage, there have been significant improvements in all elements of learning, in particular children's language and literacy skills, which are weak on entry to school.

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Leaders are supported effectively by a good governing body. Senior leaders have united staff in the quest for improvement through their recognition that pupils can and should do better. Systems to monitor pupils' progress have improved and progress is now tracked more rigorously and accurately. Self-evaluation is accurate, as leaders and governors have a clear and precise understanding of what needs to improve further, which are all indicators of the school's good capacity for sustained improvement.

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

- Increase the proportion of outstanding teaching by July 2012 through:
  - ensuring that more-able pupils are consistently challenged
  - embedding the enquiry-based curriculum so that all pupils have more opportunities to develop their own ideas and solutions
  - ensuring that marking always helps pupils to know how to improve their work.
- Develop the school's strategy for community cohesion, particularly at national level, so that pupils' understanding of life in a diverse society is increased.

## Outcomes for individuals and groups of pupils

**2**

Children enter school with skills below those expected for children of this age. Pupils enjoy school and their positive attitudes help them to learn. They are attentive in lessons and work conscientiously both independently and cooperatively. For example, pupils in Year 3 demonstrated effective collaboration skills as they worked together in groups to explore the properties of 2D shapes. Learning and progress have improved because teachers are now taking greater responsibility for the progress of the pupils in their classes. This is as a result of more frequent and rigorous monitoring of pupils' progress and higher expectations.

Pupils with special educational needs and/or disabilities make good progress overall. Those pupils with the most challenging needs make good progress due to the effective support from skilled teaching assistants.

Through the school's work towards the Healthy Schools award, pupils know how to keep healthy and active, and most participate in the wide variety of extra-curricular activities. Pupils say they feel safe. They show a good awareness of potential dangers and develop appropriate strategies to keep themselves safe. Behaviour is good, both in lessons and around school, and pupils' views are heard and acted upon through the pastoral group and Eco group. Pupils are very caring towards each other and respect each other's views. Spiritual, moral and social development is good. Pupils' involvement in the school and wider community is outstanding. Pupils proudly take the lead in roles such as play leaders, members of the school council and pastoral groups. Parents and carers obviously appreciated how well pupils led the successful happy harvest tea which was well attended by members of the local community. Although pupils are respectful of others' beliefs, their understanding of other cultures and religions within the United Kingdom is limited.

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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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	1
<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?

The school is highly inclusive and its exceptional care of its pupils enables each individual, including those pupils with a statement of special educational needs, to be fully integrated into the life of the school and to achieve well. This is demonstrated by the specialist and sensitive support given by teachers and teaching assistants. A comment from one parent that was typical of others said, 'My daughter is really benefiting from helping the children who have specific needs; having children with such complex problems in the school is really developing the qualities of empathy and care in the other pupils.' There are striking examples of how actions undertaken by the school have led to improvements in the academic progress and well-being of potentially vulnerable pupils. Effective support at transition times enables pupils to move on to the next stage of their education with confidence. Attendance at breakfast club has increased because pupils enjoy the safe and welcoming environment where they make their own breakfast under encouraging supervision.

The great majority of teaching is securing good progress for pupils. Lessons are well planned and teachers have strong subject knowledge. Teachers' questioning is skilful in ensuring that a variety of abilities are catered for and that pupils' motivation and engagement are maintained. Successful strategies such as 'talk partners' enable all pupils to be actively involved in their learning. Pupils' understanding is enhanced when activities allow them to respond to a challenge to investigate and discuss their ideas. Teaching is

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strikingly better when pupils experience activities that are relevant to real life, for example in Year 6 when pupils were using percentages to calculate profit margins for a shop. Such levels of challenge, especially for the most able, are not yet sufficiently evident in all lessons.

The school's new skills-based curriculum is evident in teachers' planning, although the curriculum is not yet fully embedded or evaluated. Provision for information and communication technology is a strong feature of the curriculum. As well as using wireless laptops, some pupils who do not have access to a computer at home benefit from specialist intensive teaching to improve their word processing skills in the information and communication technology suite. Enrichment activities are vast and participation in a range of clubs is high. Successful partnerships with other schools and organisations result in enhanced provision which the school would not otherwise be able to provide, for example a dance club and the opportunity for pupils in Year 4 to learn to play a musical instrument as part of a county-run scheme. Residential visits are an integral part of the curriculum and pupils as young as Year 2 enjoy an annual residential visit to the Frank Chapman centre. Parents and carers expressed their appreciation of this provision. One parent typically commented, 'I don't know who's more excited, the children, the staff or us parents!'

*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>1</b>

## How effective are leadership and management?

The headteacher, ably supported by the deputy headteacher, has raised staff expectations and ambitions so that morale is high. Middle managers enthusiastically appreciate the professional development opportunities that are enabling them to lead their subjects with increasing confidence. The staff team works well together and everyone understands the school's vision and targets for improvement. Priority has been given to improving teaching and accelerating pupils' progress, particularly in mathematics, by refining the school's tracking and assessment procedures. More robust monitoring and evaluation has been demonstrated through effective observations of lessons, analysis of work and interviews with pupils.

Good links have been made with parents and carers, and partnerships with many outside agencies help to promote pupils' good academic progress and personal development. Governors are increasingly involved in evaluating the effectiveness of the school. They understand its strengths and weaknesses and have put in place an effective strategic monitoring plan to hold the school to account. An example of this is the 'governor conferencing' programme that enables governors to observe lessons and meet with

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subject leaders. The leadership of the governing body is developing the school's strategy for community cohesion, rightly realising that this could have a higher profile. For example, opportunities for pupils to increase their understanding of other cultures nationally are currently limited. Nevertheless, the school is a very harmonious community and international links are being developed well through an educational and cultural project. Safeguarding is given the highest priority by everybody at the school. Policies are clear and understood by the well-trained staff, and procedures are effective. Systems for safe recruitment are rigorously implemented. The school's approach to inclusion and equality is good. The school is very inclusive and is committed to promoting equality of opportunity and eradicating discrimination. Hence, there are no significant differences in the progress of different groups.

*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>2</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 a good start in the Early Years Foundation Stage. Particularly good progress is made in developing children's language and communication skills and their attitudes and personal qualities, which prepare them well for later learning. Children are interested and motivated by a range of stimulating activities both inside and outdoors. The outdoor area has been improved and provides children with well-organised resources to develop their learning. A new 'quiet room' is effectively used for group and individual work and provides a spacious, well-resourced learning environment for children to have quality time to read and reflect. At times, however, children are not given opportunities to initiate their own ideas or follow their own interests, and opportunities to ask challenging questions are sometimes missed.

Positive relationships are developed with parents and carers, and comprehensive policies and procedures ensure children's safety and well-being. As a result, children treat each



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other with respect and consideration, and behaviour is good. Children are especially supportive and encouraging to those with special educational needs and/or disabilities, spontaneously clapping enthusiastically when a child with a statement of special educational needs pointed to the correct letter in the alphabet. Good teaching ensures that regular assessment is thorough and the information used effectively to plan the next steps in children's learning. Adults have sound knowledge of how young children learn and good links with parents and carers start in the Reception classes. Effective leadership and a cohesive team have resulted in good provision and good progress. Much better use is being made of data to identify strengths and weaknesses in provision, although this is not yet firmly embedded so that leaders cannot be entirely confident that it represents children's progress with complete accuracy. The overall effectiveness of the Early Years Foundation Stage has improved and is now securely good.

*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:	
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 were very supportive of the school. The proportion of responses from parents and carers was slightly above that usually returned. Almost all agreed or strongly agreed that their children were happy, safe and healthy, and that the quality of teaching is good. Almost all parents and carers are happy with the children's overall experience of the school. A number of parents and carers added positive comments, and comments that were typical of others included 'I think the school really does promote a family environment with the older children being encouraged to mix with and help younger ones' and 'I feel that this is a brilliant school that really values its pupils.'

A very small minority of parents indicated that they did not feel that the school dealt effectively with behavioural issues. During this inspection, inspectors found behaviour to be good and well managed by leaders and staff.

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

Ofsted invited all the registered parents and carers of pupils registered at Bishop Loveday Church of England 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 151 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	66	49	32	2	1	0	0
The school keeps my child safe	100	66	47	31	2	1	1	1
My school informs me about my child's progress	69	46	71	47	11	7	0	0
My child is making enough progress at this school	77	51	67	44	5	3	0	0
The teaching is good at this school	92	61	54	36	1	1	0	0
The school helps me to support my child's learning	79	52	63	42	4	3	1	1
The school helps my child to have a healthy lifestyle	93	62	54	36	2	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)	90	60	57	38	1	1	0	0
The school meets my child's particular needs	77	51	67	44	5	3	1	1
The school deals effectively with unacceptable behaviour	63	42	65	43	18	12	1	1
The school takes account of my suggestions and concerns	61	40	76	50	6	4	0	0
The school is led and managed effectively	79	52	57	38	4	3	1	1
Overall, I am happy with my child's experience at this school	90	60	57	38	2	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



8 July 2011

Dear Pupils

**Inspection of Bishop Loveday Church of England Primary School, Banbury OX15 4bn**

Thank you for making us so welcome and for the help you gave us when we visited your school. We really enjoyed seeing you in lessons and around the school. We would like to thank those of you who talked with us about your work and other school activities. I thought you would be interested to know what we found out.

Bishop Loveday Primary is a good school that is giving you a good education. By the time you leave the school, you are reaching above average levels in English and mathematics. Most of you are making good progress in your work. Everybody at the school looks after you extremely well, and you told us how safe you feel. The school helps you to keep healthy and provides you with many opportunities to take part in interesting activities. We found that the care and support that your teachers give you, especially if you need extra attention for any reason, is excellent. Your behaviour is good and the way you care for each other is impressive. This is helping you to understand others' feelings and needs and have good attitudes to learning.

We have asked the staff and governors to improve your progress even further. We want them to make sure that some of you who find learning fairly easy are given work that really makes you think and to develop your own ideas and solutions. We have also asked them to make sure that marking and targets help you to improve your work. It would be helpful if you found out more about how people from other cultures live in this country.

On behalf of the inspection team, I wish you every success in the future.

Yours sincerely

Julie Bourdon-Pierre

Lead inspector

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