

# Bishop Carpenter CofE Primary School

Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 123180            |
| <b>Local Authority</b>         | Oxfordshire       |
| <b>Inspection number</b>       | 380616            |
| <b>Inspection dates</b>        | 1–2 December 2011 |
| <b>Reporting inspector</b>     | David Carrington  |

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

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| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Voluntary aided                                       |
| <b>Age range of pupils</b>                 | 4–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 106   |
| <b>Appropriate authority</b>               | The governing body                                    |
| <b>Chair</b>                               | Mark Howarth  |
| <b>Headteacher</b>                         | Dominic Murphy  |
| <b>Date of previous school inspection</b>  | 26 February 2009                                      |
| <b>School address</b>                      | School Lane<br>North Newington<br>Banbury<br>OX15 6AQ |
| <b>Telephone number</b>                    | 01295 730404  |
| <b>Fax number</b>                          | 01295 730404  |
| <b>Email address</b>                       | head.3302@OCNmail.net                                 |

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|---------------------------|-------------------|
| <b>Age group</b>          | 4–11              |
| <b>Inspection date(s)</b> | 1–2 December 2011 |
| <b>Inspection number</b>  | 380616            |

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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons led by four teachers. Meetings were held with the headteacher, the school staff and members of the governing body. The inspectors observed the school's work, and looked at school planning, assessment data, pupils' work, the school's checks on the quality of teaching and a number of policy documents. The team received 67 questionnaires from parents and carers and also evaluated those from pupils and the school staff.

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

- Whether girls are matching boys' achievement, particularly in writing.
- How far the use of assessment to support learning results in challenging targets for achievement and accelerated progress, especially for more-able pupils.
- The degree to which the effectiveness of provision and leadership in the Early Years Foundation Stage enables children to make brisk progress.

## Information about the school

Bishop Carpenter C of E Primary is a small school. Nearly all the pupils are from White British families. There are significantly more girls than boys in school. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Most of these pupils have some form of learning difficulty. The proportion of pupils known to be eligible for free school meals is low. The school has been awarded Healthy Schools status.

**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 Carpenter C of E Primary is a good school. Under the very effective leadership of the headteacher, all staff and the governing body have adopted a rigorous approach to their work. Expectations are high and the shared drive for school improvement is good. School self-evaluation is accurate and realistic, which results in clearly stated improvement priorities that focus on the raising of pupils' achievement. In recent years, achievement in writing has improved well, as has provision and outcomes in the Early Years Foundation Stage. These are now good. Senior leaders are now shifting the focus of improvement to reading in order to heighten enjoyment of books by girls and boys. The positive impact of these focused innovations shows the school has a good capacity to maintain its effective work for improvement.

Pupils make good progress immediately from their start in Reception where the children thoroughly enjoy their learning and build skills and knowledge at a brisk rate. In Years 1 to 6, this good progress is maintained and by the end of Year 6 attainment is above average in English and mathematics. Boys and girls make similar progress in all lessons. The more-able pupils are challenged well, although the school is reviewing how it can increase the challenge for the very top attainers so they make accelerated progress. Achievement in other subjects is also good, notably in music, art and physical education. During the inspection, there was great celebration of the school team's victory in the north of county cross-country final, the first time the school has qualified for the finals in such a tournament.

Pupils' personal development is as well advanced as their academic learning. Behaviour is good, the school is a settled place of work and relationships are very harmonious all round. Attendance levels are high, which mirror the pupils' thorough enjoyment of school. A notable feature is the way pupils help, support and encourage each other. Effective care in the school community is visible at all levels. The pupils are proud of their own and others' achievements. Parents and carers share this view almost unanimously. As one wrote, 'I feel the school management has improved considerably over the past 12 months, and along with strong, effective governorship, the school is poised to improve more.'

Teaching quality has improved since the previous inspection and is good in all years. Work continues to raise the quality further, especially through even more effective use of assessment to support learning. This is quickly becoming more consistent across the school due to the careful monitoring of its impact. Staff are also concerned to make the existing good curriculum even better. There is a shared goal

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to capitalise on pupils' enthusiasms, enjoyment, reliability and creativity in learning by developing a curriculum that is always exciting, fully motivating, relevant and useful.

The school is governed well by a very committed group who know how well the school is performing. The governing body is probing in its approach to governance and has good expertise to query data and check how well pupils are achieving. The school's partnerships with parents and carers are good, as are those with other schools, agencies and outside bodies. Its links with the local community and those overseas are well developed and are enabling pupils to build a firm understanding of different lifestyles, faiths and cultures. Links with different communities in the United Kingdom are less well advanced and are a current priority for improvement.

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

- Strengthen the curriculum by:
  - building consistently on pupils' enthusiasms, enjoyment, and reliability and creativity in learning
  - developing an effective programme of study for the very top achieving pupils which enables them to reach the highest levels in their work
  - encouraging the greater enjoyment of reading by boys and girls alike.
- Improve pupils' awareness and understanding of life, faith and culture in other communities in the United Kingdom.

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

For a number of years, writing has been the top priority for improvement. The Year 6 results in national tests in 2010/11 showed good improvement on the previous two years. Pupils' books show that this improvement has accelerated this year. Pupils acquire the necessary technical skills, including spelling and handwriting, and the writing content is fluent, expressive and attention-holding by the time pupils reach Year 6. Recently, pupils in the mixed-age Year 3/4 class have thoroughly enjoyed discovering more about the valiant Vikings and Valhalla. Their historical knowledge and evocative writing enabled them to enact a battle scene in the school yard which recreated an invading force of Vikings. The warrior chiefs stood forward and, by reading their own well-written script urged on their troops. 'Your army is weak; we are strong. My blade is crying to kill...' proclaimed one.

Achievement in reading is good, although, as the school has recognised, there is a reluctance of some pupils to read for pleasure. Despite this, the pupils tackle unfamiliar sounds and words with confidence and read aloud fluently and expressively. Mathematical achievement has been a strength of the school for some time and continues as such. The pupils in the mixed-age Year 5/6 class worked speedily and accurately to meet the challenges of the 'mission impossible' session

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which included two grids of calculations, for example  $7 \div 9$  and half of 101010. The pupils were proud of their progress in being able to achieve a rapid and reliable completion of the 18 problems in record time. They then set their time target for the next time the 'mission impossible' theme tune played.

Pupils have good alertness to healthy lifestyles and know what constitutes a balanced diet and why regular exercise is necessary. This is acknowledged through a national award. However, a few pupils admit to eating more sweets than are recommended. The pupils are unanimous that they feel safe in school. They have sensible ideas for reducing risks around the buildings and on the school field. Their definition of bullying is well thought out and they know what they must do if they feel threatened for any reason. They have confidence that any bullying would be treated robustly and effectively by the staff. In fact, they say there is hardly any trouble of this sort and that behaviour is good. One reason for this confidence is the good spiritual, moral, social and cultural development of the pupils. They know what is right and what is wrong and there are many examples of their reflections on their learning and life in school, for example the display in the hall of what makes Bishop Carpenter School a special place.

*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>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 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

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## How effective is the provision?

In lessons that are well taught, the pace of learning is brisk, the work is well matched to the ability levels of the pupils and they respond with enthusiasm and hard work. In fact, most lessons are like this. The balance between teacher-led and pupil-focused activity is well planned. Lessons often consist of practical activities which keep motivation sharp. In most lessons, the staff use assessment information well to tailor the work to individual needs. In the best lessons, there is regular shared review of learning and of progress towards pupils’ targets with identification of how to improve their work. At the end of these lessons, the pupils leave knowing exactly what has to be achieved next time and enthused to do just this. Occasionally, less time is devoted to such shared evaluation and celebration of achievement.

While the curriculum is of good quality, because it is well planned to provide appropriate learning experiences for each pupil, school leaders recognise it can be honed to provide even more effective encouragement for pupils’ best achievement. Inspection evidence showed that pupils are well committed to their work, and are able to show independence and initiative in learning and to interpret their challenges creatively and often with flair. However, occasionally some activities do not capitalise enough on such attitudes, capabilities and reliability. Generally, reading, writing and mathematical skills are polished and extended successfully in other subjects.

The care, guidance and support offered to pupils are effective in enabling all groups, whether boys and girls, or different abilities or ages, to succeed. Good provision is made for pupils with special educational needs and/or disabilities. The pupils themselves encourage and support such pupils well. Those with any form of barrier to learning are given expert support and guidance by the teaching assistants, who also make a valuable contribution to lessons.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The collective ambition of all staff and governors is good. Everyone works to further the pupils’ best interests, especially their achievement. There is increasing consistency of approach in teaching and in the curriculum, although some work remains to bring both to outstanding quality. Nevertheless, over the last two years

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the quality of teaching has improved well. In the main, the governing body, staff and parents and carers attribute this to the headteacher’s unwavering leadership since he joined the school 15 months ago. Staff form a well-bonded team with good morale, high expectations and the cheerful determination to help pupils reach their best possible level of attainment. All pupils are given good opportunities to learn well.

The governing body is well led. It organises its business effectively and ensures that the school meets its statutory obligations and follows national and local authority guidelines carefully. Thus, the safeguarding of pupils is good. The school meets the requirements for training, procedures and documentation and all adults maintain good vigilance to ensure pupils’ safety and security. Likewise, the promotion of community cohesion is good. Senior leaders and the governing body recognise that some strengthening of pupils’ partnerships with other communities in the United Kingdom is required in order to match the already highly effective partnerships with people locally and overseas. There is already absolutely no tolerance of any form of discrimination.

Parents and carers hold very positive views of the school with few exceptions. The school has built good partnerships with them and they are well involved in the life of the school and their own children’s education. There is good commitment by senior leaders to extend this partnership, for example in the promotion of the enjoyment of reading. Partnerships with other local schools effectively allow this small school to provide well for its pupils across all elements of its work. Firm examples of this are the recent cross-country events that were marked by much success and the ongoing work to ensure assessment is always used to maximum effect in promoting brisk progress.

*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:<br>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> |



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## Early Years Foundation Stage

The children themselves are the testament that provision in the Early Years Foundation Stage is good. They are making good progress, enjoying their time in school and enthusiastic for even greater success. The timing of the inspection resulted in some observation of the children’s preparations for Christmas. As they played and worked outside, some making pizzas from sand with a laser cooker, and others estimating and checking how many scoops it took to fill a container with sand, yet others were role playing in Santa’s Workshop. The elves were busy making presents for other children and a knock at the door resulted in a hearty ‘Ho ho ho!’ from Santa as it was opened ceremoniously. The fun and enjoyment of learning and the effective role of staff in extending the children’s thinking and understanding were immediately obvious.

Children’s welfare is promoted well. They are happy, content and safe in school. Partnerships with parents and carers have improved this year. Several parents and carers spontaneously commended to inspectors the work done to help their children succeed as they brought them into the classroom at the start of the day.

Leadership of the phase is effective in enabling all the children make good progress. The children are, therefore, well on track to reach the expected level in each of the six areas of learning by the end of this school year. Some children are already at this level in their language work and are working at an advanced stage in linking sounds to letters and in writing. Their mathematical development is also good, although displays and activities to promote even greater achievement are not as high profile as those for literacy. The existing improvements to the Early Years Foundation Stage show that there is good potential here as well as in the main school to make even more improvement.

*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

Well over a half of parents and carers returned their questionnaires, which is an above average response rate. They hold very positive views of the school. This was demonstrated both in the ticks on the questionnaire and in their written comments. Chief among these were their thoughts on the headteacher’s very effective leadership of the school and the well-judged changes and improvements he has

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sponsored. Children's good progress, the caring, happy ethos in school and children's enjoyment of learning were other positive factors raised repeatedly by parents and carers.

In general, there were few concerns raised by parents and carers. The information received by them about progress was singled out on two forms and there were thoughts about inconsistencies in teaching quality on three.

Evidence from the inspection matches parents' and carers' positive views. Inspectors judge that, while teaching is not yet outstanding, which is the school's aim, it is good through the school. Also, the school clearly uses its good partnership with parents and carers to inform them well of their children's progress, although senior leaders plan to extend this process to meet the concerns expressed.

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

Ofsted invited all the registered parents and carers of pupils registered at Bishop Carpenter CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 40             | 60 | 26    | 39 | 1        | 1 | 0                 | 0 |
| The school keeps my child safe  | 45             | 67 | 19    | 28 | 2        | 3 | 0                 | 0 |
| The school informs me about my child’s progress   | 28             | 42 | 36    | 54 | 2        | 3 | 0                 | 0 |
| My child is making enough progress at this school   | 31             | 46 | 31    | 46 | 5        | 7 | 0                 | 0 |
| The teaching is good at this school   | 30             | 45 | 34    | 51 | 3        | 4 | 0                 | 0 |
| The school helps me to support my child’s learning  | 30             | 45 | 32    | 48 | 5        | 7 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 42             | 63 | 25    | 37 | 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) | 28             | 42 | 31    | 46 | 1        | 1 | 1                 | 1 |
| The school meets my child’s particular needs  | 30             | 45 | 33    | 49 | 4        | 6 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 24             | 36 | 37    | 55 | 3        | 4 | 2                 | 3 |
| The school takes account of my suggestions and concerns   | 23             | 34 | 38    | 57 | 2        | 3 | 1                 | 1 |
| The school is led and managed effectively   | 40             | 60 | 23    | 34 | 3        | 4 | 1                 | 1 |
| Overall, I am happy with my child’s experience at this school   | 37             | 55 | 26    | 39 | 3        | 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

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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 08 April 2011 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.**



5 December 2011

Dear Pupils

**Inspection of Bishop Carpenter C of E Primary School, North Newington  
OX15 6AQ**

Thank you for the warm welcome you gave us when we visited your school recently. You were very helpful and told us a lot about the school. Like you, we judge that you go to a good school. It has a number of good things, of which these are the most important.

- You do well in your work and make good progress.
- Children in Reception make a brisk start to their education.
- You are well behaved and take good care of each other.
- Your lessons are well taught, which helps you enjoy your learning a lot.
- You are well looked after in school and kept safe and secure.
- All the adults in school work hard to make sure you are successful in your learning.
- Your headteacher has enabled some really good improvements to the school.

Some of these improvements have still to be completed. Two stand out as particularly important.

- Your learning and reading could be made even more interesting and exciting.
- You could be helped to learn more about people's lives, beliefs and cultures in other parts of the United Kingdom.

You can all help your teachers make these improvements by making a list of what makes your lessons fun and motivating<sup>1</sup>. Share the list with your parents, carers and teachers.

Yours sincerely

David Carrington  
Lead inspector

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<sup>1</sup> If you are not sure what this word means, use your dictionary to help.

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