

Bishop Parker Catholic Primary School

Inspection report

Unique reference number	110481
Local authority	Milton Keynes
Inspection number	395717
Inspection dates	31 March–1 April 2012
Lead inspector	Peter Sudworth

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Lisa Sumpter
Headteacher	Colette Donohue
Date of previous school inspection	31 March–1 April 2009
School address	Barton Road Milton Keynes MK2 3BT
Telephone number	01908 372129
Fax number	01908 645031
Email address	bishopcombined@milton-keynes.gov.uk

Age group	3–11
Inspection date(s)	30 April–1 May 2012
Inspection number	395717



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Peter Sudworth

Additional inspector

Sonja Joseph

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 22 lessons or parts of lessons and saw nine teachers. The inspectors took account of the responses to the online Parent View survey in planning the inspection. They had discussions with pupils, staff and the Chair and Vice-Chair of the Governing Body, listened to pupils read and examined pupils' work. Inspectors observed the school's work, and looked at various documents, such as those relating to safeguarding and progress. The inspectors read the parents' and carers' comments on the 58 questionnaires returned and also examined responses from staff and pupils.

Information about the school

This is an average-sized primary school having significantly more boys than girls and with a part-time Nursery (mornings) which children begin in the September after their third birthday. The Nursery is an area provision. Typically, about half the children transfer to the Reception class in the September preceding their fifth birthday. The proportion of pupils supported by school action plus or with a statement of special educational needs is above the national average. Two thirds of the pupils are from ethnic minorities. The proportions of pupils who speak English as an additional language and from minority ethnic groups are larger than usually found. The proportion of pupils known to be eligible for free school meals is around the national average. The school has gained three national awards: Investors in People; Quality Mark; and, Healthy School status. In 2011, the school did not meet the government's floor targets, which set minimum standards expected for attainment and progress. The school manages its own breakfast club and afternoon care provision for Nursery children. The number of pupils who leave or join the school at times other than the usual ones is higher than usually found.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. It is not yet a good school because the quality of teaching is still too variable, including the teaching of writing and pupils' knowledge of how to be successful in their learning. The role of subject leaders to raise the quality of teaching and pupils' progress further is underdeveloped and data are not analysed sufficiently rigorously. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils achieve satisfactorily. The school has analysed the fall in national test results in 2011 thoroughly and taken swift action to remedy the situation, including changes to the staff. Historically, results have been broadly average.
- Teaching is typically satisfactory and pupils most often make expected progress. Reading is well taught. The leadership of teaching is only satisfactory because it has not raised its quality to be good.
- Pupils behave well, demonstrate good attitudes to learning and have a good appreciation of keeping themselves safe. They respect one another's cultures and heritage. Parents and carers are happy with their children's education. One wrote, 'I am very pleased with the education and support my children have received. They cater for the children as a whole and they accommodate pastoral and academic needs.'
- Leaders know what needs to be done to improve. A particular strength is the willingness to learn from good practice elsewhere. However, not all staff are sufficiently familiar with the progress of different groups in their classes. The school provides well for pupils' spiritual, moral and social development in assemblies and in behavioural expectations. Performance management meets requirements and is linked to class progress. It is not sufficiently rigorous to raise pupils' progress to be good.

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

What does the school need to do to improve further?

- Improve teaching to be at least good and to accelerate progress further by:
 - using criteria for learning more rigorously in lessons so that pupils understand how to be successful in their tasks
 - making sure that there is a balance within lessons between the introduction and the activities pupils are asked to do
 - ensuring that pupils know the ingredients for successful writing in different styles
 - using different styles of writing more frequently in different subjects by making better links between them
 - assisting pupils to spell correctly words which they frequently misspell.
- Ensure effective analysis of data so staff have a clearer grasp of the progress of different groups in their classes and use this information to match work closely to pupils' needs and abilities.
- Develop the role of subject leaders further in monitoring and evaluation and in improving the quality of teaching.

Main report

Achievement of pupils

Over time pupils have made satisfactory and occasionally good progress. Black African pupils traditionally make best progress. On entry to Reception children have skills and knowledge expected for their age. Recently, progress in the Early Years Foundation Stage has accelerated. Results at the end of the Reception year are now above average, but these have yet to feed forward into Year 2 results. Here, attainment has been broadly average with evidence of slight improvements over time.

Attainment by the end of Year 6 is broadly average, with the exception of 2011, when it was low. Lesson observations, scrutiny of work and the school's own tracking show that this decline has been successfully rectified. Progress in lessons is generally satisfactory but not good on enough occasions. Pupils generally make better progress in reading than in writing by the end of Year 6. Although usually around the average, pupils' writing skills are not as good as their reading. This is because the pupils do not always have enough opportunities to use their writing in other subjects nor are they always sufficiently familiar with the ingredients for different writing styles. Handwriting can occasionally be untidy but sometimes goes uncorrected and so does not improve. Spelling is satisfactory but pupils do not consistently have the opportunity to learn frequently misspelled words. Pupils demonstrate a good interest in books. The well-organised library and encouragement by staff to read stimulate pupils' reading habits. Traditionally, the vast majority of pupils reach the standard expected in reading by the end of Years 2 and 6. In the Year 6 class, a pupil showed his interest by immediately asking if he could read the book from which the teacher

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

had just read an excerpt.

Pupils who join the school during the school year settle quickly and are welcomed by the other pupils. Consequently, they make similar rates of progress to other pupils. There is not a trend of one gender attaining better than the other. Pupils' speaking and listening skills are usually at least adequately developed, including the pupils whose first language is not English. This enables them to access the work in other areas too. Disabled pupils and those who have special educational needs make similar rates of progress to other pupils because their needs are identified early and the intervention programmes and small group tuition profit their learning. The vast majority of parents and carers are pleased with their children's progress. However, the inspection finds that this is satisfactory currently rather than good.

Quality of teaching

Teaching is satisfactory overall, with a range in quality. It is not yet consistently good across the school and so the inspection does not confirm the parents' and carers' view that it is good. Staff manage the pupils well. Lessons proceed calmly. Teaching assistants are deployed effectively. Joint planning with teachers enables them to provide effective support for disabled pupils and those with special educational needs. Lesson planning is satisfactory, but teachers do not always provide enough exemplification or success criteria for learning to ensure pupils fully understand the task. Occasionally, too long is spent on the introduction and consequently there is insufficient time for the activity itself and this limits the progress made by the pupils.

Strengths in the teaching of reading included focused and varied activities in guided reading that support pupils' comprehension. In a Year 2 activity, pupils were challenged well by having to provide three pieces of evidence to show that a character in a book they were studying was 'like a mum to the baby elephant'. They responded enthusiastically to this good teaching.

The teaching of writing is satisfactory. The school is working hard to improve and new materials being used at this stage are showing good promise. Good attention is paid to this aspect in the Reception class. In some classes teachers do not plan sufficiently exciting writing opportunities to encourage purposeful writing, for example for different purposes and audiences. When writing in different styles, there is not enough information about what elements pupils need to include. Teachers use electronic equipment well to share aspects of work with pupils so that they can learn from one another. In a Year 4 English lesson, a pupil's writing was usefully shared in this way so that it could be evaluated by the whole class. Phonics (the sounds that letters make) are generally taught well in the school. The organisation of work into ability groups helps to ensure the content matches pupils' needs.

Nursery children have good opportunities to engage in practical activities. These children enjoyed retelling the story of *Jack and the Beanstalk* using puppets. There was also good moral debate as to whether Jack should have disobeyed his mother and sold the cow. Reception children's imaginations were stimulated in the role-play

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

area which was a spaceship, fostering the children's communication skills.

Marking is generally good, with pointers for improvement. However, teachers do not always pick out words which pupils use frequently but spell wrongly. Tracking of pupils' work has more recently been showing significant improvement with greater accuracy because detailed reference criteria are being used. While staff now have a good knowledge of individual pupils as a result, they are, as yet, less familiar with the progress of different groups in individual classes. This limits their capacity to plan work for groups in the most efficient way.

Behaviour and safety of pupils

Pupils enjoy school, reflected in their above-average attendance. They are courteous and polite, for example holding doors open for one another. They show much respect for one another's different backgrounds and want to help each other. They play together harmoniously and organise the playtime equipment themselves. Pupils undertake their various duties responsibly, for example in assembly, as librarians and members of the school council. They feel very safe in school and say that the teachers look after them. They understand the possible dangers of the internet. They appreciate that there are different types of bullying, but indicate that this is not a concern at school because pupils get along so well together. They say there is no bullying in any form. They are also aware of electronic bullying, although they state that they never experience this themselves. They can assess risk and can explain the dangers of water, fire and electricity.

Behaviour in lessons and around the school is good over time and parents' and carers' positive views about behaviour are confirmed by the inspection evidence. Pupils listen to one another's responses respectfully and are attentive to what is being said. In assemblies, they join in with sincerity and sing enthusiastically. In a special assembly, they confidently took part as readers. In class they undertake their tasks conscientiously and try their best. Pupils behave well in the breakfast club and afternoon Nursery care setting.

Leadership and management

Staff demonstrate clear determination to offset the 2011 reverse, for example making more effective use of assessment data to rectify gaps in knowledge and misconceptions. Inspection evidence suggests that they are being successful. The management of teaching is satisfactory. The school has been keen to work with another school to improve its assessment practice, which is contributing to improved procedures. Subject leaders are gaining in skills to monitor and evaluate their subject responsibilities. However, they do not always identify precisely areas for improvements, for example, the need for better use of different writing styles across subjects. Few subject leaders have sufficient opportunities to observe teaching and learning at first hand in order to share ideas and develop different subjects.

A good team spirit is reflected in the Investors in People award. The senior

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

leadership team, led by the headteacher, has a regular focus on progress. Staff are accountable for their pupils' progress. Intermittent monitoring activities inform this process, including the examination of pupils' books. Staff have good opportunities for professional development. Links with parents and carers have developed well so that they can be partners in their children's learning. Recently introduced 'home learning journals' provide a good focus for work at home.

The curriculum is generally broad and balanced, although creative aspects for the oldest pupils are largely concentrated into the summer term. There is not always enough recorded work in science. Italian is a successful feature of the curriculum. It supports cultural awareness, and builds on the background of several pupils who speak English as an additional language. The application of reading and mathematics skills in different subjects is satisfactory, but it is underdeveloped for writing. The good range of extra-curricular activities includes sport, which contribute to the Healthy School status and pupils' social development, as do the residential visits. Art and religious education contribute well to pupils' spiritual development.

The governing body is supportive. It is beginning to be more challenging and be more incisive, for example providing written questions to be answered at governing body meetings. It manages the breakfast club and Nursery care provision efficiently. Some governors have specific responsibilities and make visits to the school accordingly. They review progress of the school development plan regularly. The plan itself has the correct priorities for development, with a clear focus on raising standards. The school has fulfilled the areas for improvement from the previous inspection and shows capacity for further improvement.

Safeguarding arrangements meet requirements and policies provide good guidance. Child protection receives a suitable emphasis. Staff know which pupils need extra help; the school makes good adult support available so that their needs are met. Pupils are provided with satisfactory equal opportunities through the curriculum and in extra-curricular activities. There is no evidence of discrimination.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 May 2010

Dear Pupils,

**Inspection of Bishop Parker Catholic Primary School, Milton Keynes,
MK2 3BT**

Thank you for welcoming us to your school and for all your help. We really enjoyed inspecting your school. The school provides a satisfactory education for you. The school is working hard to improve even further. We were impressed with your behaviour and courtesy and care for one another. The staff also take good care of you. Your parents and carers are pleased that you attend Bishop Parker Catholic Primary School. You clearly enjoy your work and your attendance is better than in most schools. We liked the way that you organise the playtime equipment for one another and play happily together. You show a lot of respect for one another's different backgrounds and show a good understanding of what is right and wrong.

While there are several good things about your school, such as your enjoyment of reading and your well-organised library and the calm atmosphere in lessons, we are asking the school to make some improvements.

- Improving aspects of teaching to speed up your progress such as helping you to understand more clearly what you are expected to learn.
- Ensuring that your teachers have a better grasp of the progress of different groups of pupils in their classes.
- Ensuring that your teachers know how to oversee teaching and learning so that your progress improves in different subjects.

Thank you once again for all your help. We hope that you will continue to do your best. You can help by continuing to do your best and concentrating on your work.

Yours sincerely

Peter Sudworth
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**