

# Bishop Martin Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	104621
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	395527
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Vanessa MacDonald

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>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Pennie
<b>Headteacher</b>	David McBride
<b>Date of previous school inspection</b>	11 July 2007
<b>School address</b>	Church Road Woolton Liverpool L25 5JF
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## Introduction

Inspection team

Vanessa MacDonald  
Robert Pye

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 13 lessons taught by six teachers. The inspectors listened to pupils from two different year groups reading, and talked with them and other groups of pupils about their lessons and school life. In addition, inspectors held meetings with the headteacher, senior and middle leaders, members of the governing body and a local authority representative. The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding. The inspectors analysed 228 questionnaires received from parents and carers and those completed by staff and pupils.

## Information about the school

Bishop Martin is a smaller-than-average-sized primary school. The majority of pupils are of White British heritage and there are no pupils who speak English as an additional language. The percentage of pupils known to be eligible for free school meals is well below the national average. The proportion of disabled pupils and those with special educational needs supported on school action plus, including those with a statement of special educational needs, is below average overall. The school met the government floor standard in 2011, which sets the minimum expectations for pupils' attainment and progress.

The school has National Healthy Schools award, Basic Skills Quality Mark 2, Church Schools Partnership and has been accredited with the Financial Management Standard in Schools. The school runs a breakfast and after-school club on a daily basis for its own pupils.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. It is not outstanding because not enough teaching is yet outstanding and work is not always matched closely enough to pupils' needs. It provides a caring, supportive environment in which pupils feel safe, secure and ready to learn.
- Pupils enjoy school a great deal and attendance is consistently above average. Behaviour is typically outstanding in lessons and around the school. Pupils have very positive attitudes to learning. They are very clear that there is no bullying and that everyone gets on very well indeed. They comment that they feel very safe in school and that adults are always there for them when they need help and advice.
- Pupils' achievement is good. Children in the Early Years Foundation Stage make good progress from their above-expected starting points. Good progress continues across Years 1 to 6 and by the end of Year 6, pupils' attainment is usually high. This represents good progress overall. Positive and swift action has been taken as a result of the uncharacteristic dip in results at Key Stage 2 in 2011.
- Teaching is good overall. There are some examples of outstanding practice but there are a few inconsistencies. Most teachers convey clear expectations of learning. Explanations, instructions and questioning promote learning and engage pupils well. Marking is regular and of generally good quality. However, it does not always make clear to pupils what they need to do to improve further.
- Leaders and managers, including the governing body, promote pupils' learning successfully. They ensure a good curriculum that promotes pupils' very positive attitudes to learning and has an outstanding impact on pupils' spiritual, moral, social and cultural development. Leaders and managers monitor and develop the quality of teaching effectively and have identified the need to improve this

further to impact on the progress of all pupils. Performance is also well managed to support this.

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

- Increase the rate of pupils' progress through further improving the quality of teaching so that the majority is outstanding by:
  - improving the use of assessment so that learning activities are always closely matched to pupils' individual needs
  - improving the consistency in the quality of marking so it always gives clear guidance about the next steps pupils need to take in order to improve their work.

## Main Report

### Achievement of pupils

Children in the Early Years Foundation Stage and pupils in Key Stages 1 and 2 make good progress. This is the view of the vast majority of parents and carers who returned the questionnaire. By the end of Year 2 and Year 6 attainment is usually well above average in reading, writing and mathematics.

Children enter the Reception class with skills and knowledge that are usually above those typical for their age. They make good progress because of teaching which promotes learning well, particularly in aspects of literacy where it is outstanding. The learning activities provided are interesting and children access these with confidence, linking learning to role play for example, acting out fairy tales with enthusiasm and expression.

Standards of attainment at Year 6 are generally well above national averages in English and mathematics. Pupils are articulate and confident speakers. Good progress is made in reading because of the school's regular teaching of letters and sounds. Pupils in Year 2 show enthusiasm for reading and use a range of strategies to work out words and meaning. By Year 6 pupils are avid and enthusiastic readers, having a good knowledge of books and authors.

Writing is a relative strength and pupils are given real purposes for writing. During the inspection, pupils in a Year 5 lesson, for example, were given the task of writing persuasive letters related to school lunches. The majority of pupils effectively used a range of vocabulary to produce good letters, making good progress as a result. Most pupils make good progress, including the small number eligible for free school meals. They achieve in line with their potential although tracking shows this is variable between different classes. This is because teaching does not always use assessment information to adapt and closely match activities to pupils' needs accurately enough.

The small number of pupils who are disabled and those who have special educational needs make good progress because their needs are identified accurately. Parents

and carers are satisfied with the progress their children are making and pupils also feel they are making good progress. Inspection findings concur with these positive views.

### **Quality of teaching**

The vast majority of parents and carers who responded to the questionnaire thought that their children were well taught. Much of the teaching is good and effectively promotes good learning for pupils. Very good relationships exist between all staff and pupils. This encourages pupils to work hard and want to do their best.

There are examples of outstanding practice, including the teaching of early literacy skills. Children in the Reception class independently used their reading and writing skills to create their own story from a stimulus. There is a good balance of activities that are directed by adults and those where children make their own choices.

Teaching promotes spiritual, moral, social and cultural development very well. For example, pupils have reflective time at the start of some lessons and have a range of opportunities to express their opinions. Pupils are encouraged to work collaboratively. For example, there was a real sense of excitement in a Year 3 lesson where pupils worked in small groups to investigate the changes which had occurred to a piece of celery.

Teachers ensure lessons have a clear purpose and expectations are clearly conveyed, so pupils know what they are to learn and are engaged. Pupils engage effectively in self-assessment, with children in Reception confidently explaining and demonstrating how the process works. The teaching of basic skills, such as letters and the sounds they make, is effective, contributing to the well above average attainment in reading. Teachers' good questioning skills promote learning well overall.

Lesson planning and teaching are not always fully effective in meeting the needs of all pupils' different abilities and needs. When this happens, opportunities are missed for pupils to move forward in their learning at a faster pace. Marking and feedback are regular but of variable quality in showing pupils what they need to do to improve their work. As a result pupils are sometimes unclear about what they need to do to improve. Teaching assistants provide good support for the groups and individuals they work with. They are effective in ensuring that disabled pupils and those with special educational needs make similar progress to others through well-targeted support and activities that meet their learning needs well.

### **Behaviour and safety of pupils**

All parents and carers who returned the questionnaires believe that the school keeps their children very safe. The school's strong ethos and values are integral and parents typically feel it is a school with a, 'real sense of family and community'. Pupils also feel very safe in school and can talk confidently about different aspects of how to keep safe, including the dangers of using the internet. A theatrical interpretation of safety in the home had a positive impact, with pupils able to recite 'safety' rhymes with enthusiasm.

In the Reception class, children are taught to respect each other's feelings and they share and play happily together as a result. Indeed, pupils' behaviour in lessons and around the school is typically outstanding and their engagement in lessons is excellent. The school is a happy and warm environment, which is also reflected in the before and after school care the school provides. Older pupils look out for and care for younger pupils and act as 'buddies' to them on school trips. Attendance is consistently high and pupils are punctual to school.

Pupils in all years are adamant that bullying is very rare in school and that both staff and pupils take it seriously if it occurs. Pupils understand that there are different types of bullying, including name-calling and cyber-bullying, and they know what to do should incidents arise. Pupils say that, 'everyone gets along' and it is a, 'very friendly environment'. For example, older pupils are trained as 'playground pals' to help to sort out any problems but say that they are rarely needed as behaviour is very good. The majority of parents and carers responding to the questionnaire believe that behaviour is at least good and that any incidents of bullying are dealt with effectively.

### **Leadership and management**

Senior leaders and managers, including the governing body, have a clear vision for the school, which is shared by all staff. Senior leaders monitor the quality of teaching and the progress of individual pupils rigorously. They have an accurate understanding of where the school needs to improve further. All staff are involved in working together to map key skills in different subjects and to identify areas for development within their age-related phases. Performance management of staff is closely linked to school priorities and the school works effectively in partnership with other schools to provide good quality and focused professional development.

Members of the governing body have a clear understanding of the school's strengths and priorities for improvement. They are fully involved in the self-evaluation process, which involves all stakeholders and members of the community, offering support and challenge.

The curriculum is of a good quality. Leaders and managers have been developing a curriculum which provides more opportunities for cross-curricular learning to extend literacy and numeracy skills. This is not yet fully embedded to have had sufficient impact on achievement over time. An interesting range of clubs and visits enrich the curriculum, including residential visits. For example, older pupils have the opportunity to visit France to experience the culture. The school very effectively fosters qualities such as cooperation, consideration, responsibility and respect for others through its strong moral ethos. Pupils' spiritual, moral, social and cultural development is promoted extremely well.

Safeguarding arrangements meet all statutory requirements. There are effective policies and procedures to protect pupils. Equality of opportunity is promoted well, enabling all groups of pupils to achieve well and pupils feel valued as individuals. Discrimination is tackled effectively. Sustained high attendance, outstanding behaviour and improved attainment in writing demonstrate the school's good capacity to improve further.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](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.

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.
Floor standards	the national minimum expectation of attainment and progression measures
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.**



14 May 2012

Dear Pupils

**Inspection of Bishop Martin Church of England Primary School, Liverpool, L25 5JF**

Thank you for your warm welcome when we came to inspect your school last week. We are particularly grateful to those of you who came to talk to us on Thursday and on Friday. We thoroughly enjoyed talking to some of you, hearing some of you read and seeing how much you enjoy your lessons, playtime and lunchtime with your friends. You are right to be very proud of your school; it is a good school. You are a real credit to the school.

You behave exceptionally well and you feel very happy and safe in school. You are well taught and your teachers know you well. You achieve well and are really keen to learn. You thoroughly enjoy the different activities arranged for you and take your responsibilities seriously. Your headteacher and all the school's leaders lead the school well and are determined to keep on improving your school.

Part of my job is to suggest how your school can be even better. I have asked that improvements are made to marking and that all of you have work that matches your needs.

Keep up that good attendance and keep listening to your teachers and trying to do your best.

I wish you all the best for the future.

Yours sincerely

Vanessa MacDonald  
Lead inspector

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