

Stoke Bishop Church of England Primary School

Inspection report

Unique reference number	109149
Local authority	City of Bristol
Inspection number	395667
Inspection dates	20–21 June 2012
Lead inspector	Linda McGill HMI

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Sue Parry
Headteacher	Philippa Hepworth
Date of previous school inspection	23 January 2008
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Age group	4–11
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Introduction

Inspection team

Linda McGill

Her Majesty's Inspector

Janet Dinsmore

Additional inspector

Creighton Muirhead

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 19 whole or part-lessons taught by 11 teachers and one teaching assistant. They listened to pupils reading and held discussions with groups of pupils and spoke to them informally at other times. Meetings were held with the headteacher, senior and middle leaders, the Chair of the Governing Body and the chair of the standards and curriculum committee. Inspectors observed the school's work and scrutinised documents, including policies and handbooks, samples of pupils' work and information about their attainment and progress, minutes of meetings of the governing body, and procedures for keeping pupils safe. Inspectors took account of the responses included in questionnaires returned by 148 parents and carers, as well as others completed by 150 pupils and 18 members of staff.

Information about the school

Stoke Bishop is larger than the average primary school. Its roll has increased since the previous inspection, as it is expanding its intake to 60 pupils in each year group. Pupils come from a wider area than previously. The large majority of the pupils are White British; about one third is from a range of minority ethnic heritages and a few are in the early stages of learning to speak English as an additional language. The proportion of pupils who are known to be eligible for free school meals is broadly average. The proportion of disabled pupils and those with special educational needs, supported by school action plus, or with a statement of special educational needs is a little below the national figure. More pupils join or leave the school during the course of the school year than is found typically. Early Years Foundation Stage provision is made in two Reception classes. The school meets the government's current floor standards, which set the minimum standards for pupils' attainment and progress.

During this inspection, pupils in Year 6 were at school camp along with four teachers. Year 5 pupils were taking part in 'activity week' and were off site. Five classes were being taught by supply teachers.

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

Key findings

- Stoke Bishop is a good school, where pupils achieve well. Parents and carers value highly its supportive ethos, community spirit, and the emphasis given to pupils’ personal development, as well as their academic progress. The school is not yet outstanding because not all teaching is of the very high quality that is needed to make sure that pupils always make the best possible progress in their learning. School development plans lack sufficiently challenging, measurable targets to take performance further forward.
- Pupils make good progress. The Early Years Foundation Stage gives children a strong start to their education. By Year 6, attainment in English and mathematics is above average and most pupils reach high standards in reading. Pupils are well prepared for the next stage in their education.
- Teaching is typically good and occasionally outstanding. Not all teaching is equally effective because objectives in lessons are sometimes too broad and the guidance given to pupils does not always pinpoint exactly what they need to do to move on to the next level.
- Pupils behave very well. Their parents and carers have few concerns about behaviour and are unanimous in agreeing that pupils are safe and well looked after. Pupils are keen to learn and typically work hard in lessons. Attendance is high.
- Leaders and the governing body have taken effective steps to sustain good teaching and to boost pupils’ progress, including by setting more challenging targets for teachers as part of their performance management arrangements. Whole-school targets in the school’s current improvement plan are not demanding enough to ensure swift progress towards outstanding outcomes for pupils. More challenging targets are being drawn up in the school’s current cycle of self-evaluation and forward planning.

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What does the school need to do to improve further?

- Raise all teaching to the level of the best so that, by July 2014, all pupils make excellent progress across the school, by:
 - ensuring teachers' plans include objectives that identify specifically what pupils are expected to learn by the end of the lesson
 - ensuring teachers tell pupils exactly what their work needs to include so that they can show they are achieving success in working towards the next level
 - making sure that tasks and activities are always appropriately challenging for pupils of all abilities.

- Strengthen systems for forward planning by ensuring that strategic plans contain challenging, measurable targets that reflect the level of performance that must be demonstrated if the school's effectiveness is to be outstanding.

Main report

Achievement of pupils

Pupils achieve well over their time at Stoke Bishop. When they start in Reception Year, children's skills and knowledge levels are broadly typical for their age, although there is a wide variation between individuals. Children make good progress during their first year, especially in reading, writing, and mathematics. They make particularly good progress in learning letters and sounds (phonics) and use this knowledge very well in their reading and writing. One boy was especially keen to show an inspector some sentences he had written at home, recounting an event in a film he had watched. Most children at least reach and often exceed the nationally expected goals by the time they start Year 1. The good progress continues through Key Stage 1. Pupils achieve especially well in reading; attainment in reading at the age of seven has been substantially above average for the past two years. Pupils are keen readers. They talk with understanding about the plot, explaining why characters behave as they do and predicting what might happen next. Lower-attaining readers use their knowledge of letters and sounds and other strategies to help them work out unfamiliar words and they read accurately and with good regard to punctuation.

Progress has picked up markedly in Key Stage 2, after a year in which it slowed a little. Pupils currently in Year 6 have built well on their attainment at the end of Year 2. Their attainment is above average and almost all have made, and many have exceeded, the progress that is expected in reading, writing and mathematics.

Particular attention is paid to boosting the achievement of different groups of pupils, with considerable success. Pupils who are known to be eligible for free school meals make swift progress and make up ground on their classmates. Disabled pupils and those who have special educational needs make good and, occasionally, outstanding

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progress, because provision is targeted accurately at their particular needs. Pupils learning English as an additional language also move on swiftly, in some instances making faster progress than their classmates. That is because of the good emphasis given to listening and speaking in lessons and to ensuring new vocabulary is understood fully. Pupils who join the school at different times make progress at the same rate as others, because their learning needs are assessed quickly.

Quality of teaching

Much good and some outstanding teaching was observed. Teaching is very effective when teachers give pupils the chance to explore and investigate, when tasks are open-ended, and when teachers' questions probe understanding and move pupils' thinking on. For example, younger pupils, enthusiastically, investigated three-dimensional shapes and achieved well because the teacher's carefully considered questions challenged them at just the right level. The youngest children concentrated and cooperated very well when assembling a complex network of cardboard tubes into an 'ant colony'. They pursued their own ideas, thinking of ways to join the tubes together and trying them out. Letters and sounds are taught systematically, regularly and accurately, contributing well to pupils' high attainment in reading.

Occasionally, teaching is matched to pupils' needs less well, which means that they do not move on as swiftly as they should. For example, one group of higher-attaining pupils solved problems before the teacher had finished writing them on the board. Instead of marking time, however, they challenged themselves by devising further problems of their own.

Inspectors looked closely at pupils' books, as well as observing lessons, because many of the classes were not being taught by their usual teacher. That confirmed that teaching has a good impact on pupils' learning and progress over time. It showed that teachers have high expectations of how work will be presented and that they provide many opportunities for pupils to write at length and for a range of purposes in different subjects of the curriculum. Teachers' marking is usually thorough and detailed and refers to the 'secrets to success' (the things that teachers tell pupils they were looking for in each piece of work). The 'secrets to success', however, are not always precise enough to provide just the right amount of challenge. Similarly, a lesson's objectives sometimes state what pupils will do, rather than what they will learn. Pupils, regularly, judge their own performance and respond to comments and suggestions from the teacher.

Assessment information is used well to identify pupils in need of particular support to enable them to keep up with their classmates. A wide range of strategies, including working in small groups and personalised support in classrooms, helps ensure that disabled pupils and those who have special educational needs make progress at the same good rate as their peers. Teaching assistants offer sensitive and measured support to individual pupils who find coping in the classroom a challenge.

Teaching also has a positive impact on pupils' spiritual, moral, social, and cultural

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development. Children in Reception Year looked closely and with wonder at the slugs, snails, and woodlice they found in their garden area. Older pupils reflected on the plot of *Romeo and Juliet* and posed thoughtful questions for the two characters to answer. Assemblies reinforce the school's values and sense of community strongly.

Almost all parents and carers who returned an inspection questionnaire believe that their children are well taught and are making good progress. The findings of this inspection confirm that positive view.

Behaviour and safety of pupils

During the inspection, pupils behaved very well. In lessons, they were usually attentive and ready to learn. They were polite to adults and considerate of one another. At break times, they played energetically, but safely. Parents, carers, pupils and staff confirm that behaviour is typical; no concerns were raised about interruptions to learning. All agreed that pupils are safe in school and well looked after. Pupils are taught to keep themselves safe in different situations and several mentioned 'Hector the dolphin', who helps look after them when they use the internet. Pupils understand about different types of bullying, but were sure that bullying is a very rare occurrence at Stoke Bishop. Several of the Year 6 pupils, who completed inspection questionnaires while at camp, stated that 'We don't have bullying.' Pupils who spoke to inspectors expressed every confidence that adults would deal quickly and fairly with any incidents. The school emphasises the teaching of Essential Life-long Learning (ELLi) skills and this has a positive impact on pupils' ability to cooperate and support one another. Pupils do not always behave impeccably, however. There are a few occasions when their concentration wanes in lessons, usually in response to teaching that has not grasped their attention fully. It is to pupils' credit that they do not misbehave.

Leadership and management

Leaders, managers, and the governing body have worked effectively to ensure that good performance has been sustained and that improvements required at the last inspection have been achieved, confirming the capacity for improvement. Systems for reviewing the school's effectiveness are thorough and accurate and expectations for teachers' performance are high. Outcomes from observations of teaching are collated and analysed and professional development opportunities are provided, both at an individual and whole-school level. Targets set for teachers as part of their performance management are challenging, reflecting the ambition for further improvement. The practice has led to notable improvements in achievement for some groups of pupils. Targets within the school's current development plan, however, do not reflect such a high degree of challenge; revised plans, which include more demanding targets, are in the process of being developed. The school's stated values reflect a strong commitment to promoting equality of opportunity and tackling discrimination. Good outcomes for all pupils, both in their academic and personal development, show that the commitment is realised.

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The governing body is thorough in its approach to supporting the school and holding leaders to account. Its school development committee plays a strong part in shaping the school's strategic direction. Policies and procedures are reviewed systematically and arrangements for safeguarding pupils are robust and well known and meet requirements.

Work in pupils' books shows that the curriculum emphasises the links between different subjects strongly. The curriculum is broad and, because pupils are involved in posing questions at the start of topic work, it is also highly relevant because it reflects their interests. The emphasis on life skills and the provision of first-hand experiences make a strong contribution to pupils' spiritual, moral, social, and cultural development. Provision outside of lessons is a particular strength and enriches the curriculum. An extensive range of activities promotes pupils' enjoyment and extends their horizons and makes a strong contribution to their personal development.

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).

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.



25 June 2012

Dear Pupils

Inspection of Stoke Bishop Church of England Primary School, Bristol BS9 1BW

Thank you for being so welcoming when the inspection team visited your school recently. We enjoyed meeting so many of you and talking about your experiences of school and watching you at work and play. Special thanks go to pupils in Year 6 who took time while they were at camp to fill in questionnaires and send them to us.

Our main judgement is that Stoke Bishop is a good school. We are sure you will not be surprised to hear that, because you and your parents and carers told us so. Here are the headlines from the report.

- You make good progress across the school and by Year 6, standards are above average. Your achievement in reading is very good indeed.
- You do well because teaching is usually good and because you are keen learners.
- You behave well and your attendance is excellent – well done!
- Your headteacher and other leaders know what the school does well and where improvements can be made, although their targets have not always been challenging enough in the past.

Although you do well at school, we know that you could do even better. We have asked the teachers to make sure you are always challenged fully in lessons and that they tell you exactly what to do to move on to the next level. We have also asked that the next plan for improvement includes really demanding targets, so that the next time it is inspected, your school is outstanding. You can all help by continuing to do your best in lessons and by telling the teacher if you think you could tackle harder work.

Yours sincerely

Linda McGill

Her Majesty's Inspector (on behalf of the inspection team)

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