

# Bishop Sutton Primary School

## Inspection report

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<b>Unique reference number</b>	109061
<b>Local authority</b>	Bath and North East Somerset
<b>Inspection number</b>	377865
<b>Inspection dates</b>	5–6 July 2012
<b>Lead inspector</b>	Sheena MacDonald HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Matthew Hunt
<b>Headteacher</b>	Lynda Bills
<b>Date of previous school inspection</b>	23 October 2008
<b>School address</b>	Wick Road Bishop Sutton Bristol BS39 5XD
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	4–5 July 2012
<b>Inspection number</b>	377865



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## Introduction

Inspection team

Sheena MacDonald

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons or parts of lessons taught by five teachers and carried out a further series of short observations, visiting each class. Meetings were held with staff, pupils, members of the governing body and partners from Bath Spa University. The inspector looked at a wide range of documentation, which included that related to safeguarding, the curriculum, the school's self-evaluation, minutes of governing body meetings, samples of pupils' work, national assessment data and the school's assessments. The inspector also took account of the questionnaires from staff, pupils and 61 parents and carers.

## Information about the school

Almost all the pupils are White British in this smaller-than-average-sized primary school. A very small number are known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs is well below average. There are four mixed-age classes in Key Stages 1 and 2 and a Reception class. The school meets the current floor standards which set the government's minimum expectations for attainment and progress. The school is federated with nearby Stanton Drew Primary School and both schools share the same headteacher and governing body.

**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>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- The school is outstanding. This reflects rapid improvements in all areas since its previous inspection. Pupils, parents, carers and staff agree that this is a happy, safe school where pupils make excellent progress. A strong cohesive community and an exciting curriculum mean that pupils' spiritual, social, moral and cultural development is outstanding. Although pupils are very much involved in their learning, the school is aware of the need to provide more regular opportunities for pupils to reflect on their work and respond to their teachers' marking.
- Pupils achieve exceptionally well. They are encouraged to be good 'all rounders' and the imaginative, well planned curriculum results in them excelling not only in reading, writing and mathematics but also in a wide range of other subjects.
- The leadership of teaching and learning is highly effective. Good practice is shared and skills developed across the federation to ensure that high quality teaching is sustained, over time and across the curriculum. Well planned lessons provide excellent opportunities for pupils to use their initiative and their imagination so that learning is both enjoyable and challenging.
- Pupils' excellent behaviour, positive attitudes to learning and their high levels of independence and social responsibility make a strong contribution to the school as a whole and to their own success. Pupils understand how to stay safe at all times and are confident in the high level of care provided.
- School leaders have a very clear vision for what excellent education should look like at Bishop Sutton and its partner school. They manage performance of staff well, and regularly track pupils' achievement to make sure that every pupil achieves as well as possible. Their clarity of purpose and direction engages parents, carers and partners and inspires staff and pupils to strive for excellence.

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

- Enable pupils to take greater responsibility for their learning by:
  - providing regular opportunities for pupils to reflect on their work, respond to their teachers' marking and set their own targets to improve their skills and abilities.

## Main report

### Achievement of pupils

Almost all parents and carers believe that their children make good progress, particularly in communication, reading, writing and mathematics. This is certainly the case as pupils' achievement is outstanding. Pupils arrive at school with skills which are broadly in line with those expected for their age. They quickly pick up the good routines in Reception and make a quick start to learning. Their progress builds momentum so that by the end of Key Stage 2 attainment is significantly above average and a majority achieve at the higher National Curriculum levels in all subjects. Reading is a particular strength and by the end of Key Stages 1 and 2, attainment in reading is exceptionally high. Attainment is regularly tracked and analysed. Targets are challenging and usually achieved. Swift action is taken to address any instances when progress appears to falter. For example, in the past, girls have not achieved as well in mathematics as they do in English and the school has tackled this effectively. Similarly, the few disabled pupils and those who have special educational needs also achieve well because of well focused support.

The curriculum is vibrant and this means that pupils are highly attentive in lessons and show good attitudes to their learning. They relish the challenges and persevere to complete tasks to a high standard. Their presentation of work is very good and handwriting is usually beautiful. In a few cases the complexity and quality of the content of pupils' writing is not matched by their ability to spell correctly. Achievement is tracked in other subjects as well as in English and mathematics and pupils achieve well across the whole curriculum. This can be seen around the school and in the pupils' books, where there are many examples of excellent art, science, history, geography and design and technology. Information and communication technology is integrated well into much of this work. There are also excellent examples of pupils developing their writing and mathematics skills in other subjects. For example, pupils wrote an interesting play about the explorer John Cabot as part of their topic work on Bristol. The quality of singing in assembly is testament to good achievement in music.

### Quality of teaching

The inspection confirms the views of almost all pupils, parents and carers that teaching is consistently good, with much that is outstanding. This high quality is sustained across subjects and over time and results in outstanding achievement.

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Several parents commented on this aspect, with one saying, 'Staff are passionate about the children as learners.' Teachers plan interesting, lively lessons with clear learning objectives and steps for learning which are understood by the pupils and referred to throughout lessons. Teachers and assistants use effective questioning which is underpinned by good subject knowledge. Teaching is adapted well to meet the needs of disabled pupils and those who have special educational needs. The teaching of reading is particularly effective. In the early stages there is an effective systematic approach to acquiring the basic skills. This is reinforced throughout the school by a strong emphasis on reading for pleasure and for information. Pupils are given time to recommend their reading highlights with others. Feedback during lessons is strongly focused on the steps for learning and individual targets. The vast majority of pupils say they know how well they are doing. Teachers' marking is consistent and helpful. There are examples of pupils responding to the teachers' comments and improving their work or trying additional challenges, but this highly effective practice is not yet widespread.

High quality teaching and an inspiring curriculum have a strong impact on pupils' spiritual, social, moral and cultural development. For example, in the Years 5 and 6 class, pupils discussed, with empathy and understanding, issues relating to the South African apartheid regime. There are excellent opportunities for pupils to discuss their learning, collaborate and use their initiative. For example, in a Years 4 and 5 geography lesson, pupils worked very well together to discover how climate and landscape influence lifestyles. Like many lessons, this one was enhanced by being linked to a recent visit, in this case to a museum. Teachers and pupils enjoy the regular 'challenge weeks' when learning over the previous few weeks is consolidated and extended. Pupils are given choices and work in teams which foster independence as well as enjoyment. As one pupil said, 'Challenge weeks are really fun and involve work too!' This was very evident in the video clip of Years 2 and 3 pupils making moving robots and presenting their work to the others through a variety of media such as dance, multi-media presentations and music.

**Behaviour and safety of pupils**

Behaviour during the inspection was outstanding, both in and out of lessons. The school's records and the positive responses from parents and carers, pupils and staff show that this is the norm. In lessons pupils are courteous and confident. They collaborate well and are enthusiastic learners. In the playground, it was a joy to see pupils of all ages mixing happily and playing imaginatively with interesting and adventurous equipment at lunchtimes, creating dens and inventing games. Almost all parents and carers believe that their children are very safe and well looked after in school and the inspection found that this was indeed the case. Pupils feel very safe in school and they say that 'teachers are easy to talk to and they always help'. They have a very good awareness of the different forms of bullying; however, they are adamant that bullying is exceptionally rare and agree with their parents, who believe bullying is dealt with very effectively.

Pupils take responsibility for each other's well-being and understand that they make

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a valuable contribution to the ethos of the school. For example, during a 'transition morning', pupils enjoyed and were reassured by the very well planned opportunities for them to find out about their new classes and teachers. These lessons gave excellent opportunities for pupils to learn from, and support, each other. For example, during the morning, two little boys were overheard in the corridor sharing information about, and discussing the merits of, their new teacher. All of the older pupils have grasped the opportunity, through the Learning to Lead initiative, to take on a variety leadership roles and undertake them effectively with minimal supervision. The library team is highly praised by pupils for improving the library, which they say 'used to be a mess', and for encouraging more people to want to read. Pupils are proactive in introducing new activities such as the after-school scooter club.

Pupils' excellent attitudes to learning are supported by the exciting curriculum and the strong focus on social responsibility. Pupils respond maturely to the expectation and encouragement to be adventurous and 'have a go' in all lessons. For example, Reception children thoroughly enjoy the regular Forest School activities, climbing on log piles, swinging from branches and digging in the earth. School leaders are alert to the fact that this is a small rural school and seize every opportunity to widen pupils' social and cultural understanding and help them to experience wonder at the wider world. It is therefore not surprising that pupils love school and attendance is well above average.

### **Leadership and management**

Leadership and management are outstanding at all levels. Moderation of assessments, subject expertise and other aspects of good and outstanding practice are shared across the two schools and make the federation a key source of strength and improvement. The headteacher leads by example, encouraging staff and pupils to develop their individual talents and to work together aiming for excellence. As a parent rightly commented, 'The headteacher should be very proud of her legacy.' Senior leaders, including the governing body, have high expectations and set challenging targets; their improvement plans have a sharp focus on pupils' achievement. Middle leaders are influential and passionate about their subjects. They share good practice and expertise so that the pupils benefit from good teaching in the different subjects. Partnerships are forged with external specialists to develop staff knowledge and skills and ensure that disabled pupils and those who have special educational needs are well provided for. There is a strong collegiate ethos which emphasises the importance of everyone taking responsibility and making a valuable, personal contribution. As a result, every member of staff is wholeheartedly behind the vision and direction. They too enjoy using their imaginations and developing their skills to provide better opportunities for children. As a result, in addition to the well above average achievement in English and mathematics, the school has also seen impressive improvement in subjects such as music.

The school lives up to its motto of 'learning today for life tomorrow' and many of the parents' comments were related to the quality of the curriculum.

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The exceptionally well planned creative curriculum inspires learning, motivates pupils and staff and makes a very strong contribution to pupils' outstanding spiritual, moral, social and cultural development. This can be seen in the exceptionally high quality work arising from the Chew Lakes project. This project exemplifies the school's use of links with other organisations to extend opportunities for learning as it was carried out in partnership with other schools and Bath Spa University. It also enabled pupils to work alongside experts such as artists and scientists from the community. As a colleague from the university said about the school, 'Something special is happening here.'

The governing body manages the federation well and keeps a close eye on the quality of provision and achievement across both schools. Governors carry out their responsibilities rigorously, for example in relation to safeguarding, so that the systems for ensuring safety and well-being are secure. Equality of opportunity is embedded and this is clearly evident in the strong cohesive community and in the school's successful work to reduce gaps in achievement between different groups. The school's track record is impressive and shows that it has the capacity for further improvement.



## 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.**



6 July 2012

Dear Pupils

### **Inspection of Bishop Sutton Primary School, Bristol BS39 5XD**

Thank you for being so friendly and polite when I visited your school recently and an especially big thank you to those of you who spent time sharing your views. After having a very close look at all sorts of things, including coming into lots of lessons, I found that Bishop Sutton is an outstanding school. Well done!

You get on very well together, especially when you are working in groups and also out in the playground. You make excellent use of the Play Pod and you are not frightened to really challenge yourselves. You carry out responsibilities very well, especially through the Learning to Lead groups, but also by being cooperative and helpful every day.

The adults in your school work hard to make learning interesting and you have lots of opportunities to go on visits and experience real life learning. The Ducklings class were inspired by seeing the real Olympic Flame to build their own Olympic Park! You particularly enjoy 'challenge week' when you have the chance to make choices, work together and show what you have learnt in interesting ways. You like a challenge and your teachers make sure you have plenty of them! All this adds up so that you make excellent progress, achieve very high standards and are well prepared for the next steps in your lives.

The senior leaders do an excellent job in keeping an eye on everything and inspiring you all to do even better. I know they want the school to keep improving so I have suggested that when the teachers hand back your work they should give you more opportunities to read their comments, think about your work and respond to the marking by improving your work.

Your school lives up to its motto of, 'learning today for life tomorrow'! Thank you again for your help and I wish you well for the future.

Yours sincerely

Sheena MacDonald  
Her Majesty's Inspector

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