

Bishops Lydeard CofE (VC) Primary School

Mount Street, Bishops Lydeard, Taunton, TA4 3AN

Inspection dates

7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make fast enough progress in mathematics in Key Stage 1 or in reading and writing throughout the school.
- Teaching is not yet consistently good or better across the school. Teaching assistants are not always used well enough to make sure that pupils improve their learning in every part of the lesson.
- Teachers' marking does not always help pupils to know what they need to do next to improve their work.
- The way leaders, including governors, check whether teaching is improving has not had enough effect on the pupils' progress across all subjects.
- Not all teachers are able to accurately judge what pupils already know and so sometimes work is too easy or too difficult for them.

The school has the following strengths

- The leadership team is implementing effective ways to make sure that teaching improves more rapidly.
- The school's actions to improve the teaching of mathematics are working. Standards have risen for the last two years.
- Teachers use questions well to help children to improve their learning and to find out what they know.
- Pupils are happy and well looked after. They feel safe and, as a result, attendance is good.
- Pupils are well behaved, well mannered, respectful of each other and their spiritual, moral, social and cultural development is good.

Information about this inspection

- The inspectors observed teaching in all classes. In total, they visited 15 lessons. Two of these were joint observations with the headteacher and deputy headteacher. The teaching of phonics (letters and the sounds they represent) was observed and some pupils were heard reading. A mathematics booster session was also observed. In addition pupils' work was scrutinised.
- Inspectors had discussions with the headteacher, senior and middle leaders, teachers, the Chair of the Governing Body, representatives from the local authority and pupils.
- Inspectors looked at a range of documentary evidence, including the school's tracking of pupils' progress and documents relating to safeguarding, monitoring and special educational needs.
- Inspectors took account of the 24 responses to Ofsted's Parent View on-line survey and reviewed the recent results of the school's own survey. They spoke to some parents.

Inspection team

Huw Evans, Lead inspector

Additional Inspector

Anne Newall

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school where most pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (pupil premium) is below average.
- The school has a below average proportion of pupils supported through school action. The proportion supported through school action plus or with a statement of special educational needs is well below average.
- The school exceeded the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There have been significant changes to the teaching staff since the previous inspection, with new additions to the senior team in September of this year.
- The school belongs to the Wiveliscombe Learning Partnership.
- The school runs a breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better so that all pupils achieve well in reading and writing throughout the school and in mathematics in Key Stage 1 through:
 - ensuring that teaching assistants and teachers work together more effectively to make sure all pupils are supported well in their learning in every part of lessons
 - making sure that all teachers are able to judge the level of pupils' work accurately so that it is set at the right level for pupils
 - giving all pupils comments in their books that help them to improve their work and give them enough time to respond to the advice.
- Improve the quality of leadership and management through:
 - ensuring that the leaders of English and mathematics are more involved in checking pupils' progress
 - ensuring that the governors use the information they receive from the school to check that teaching and pupils' achievement are improving.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment in reading, writing and mathematics by the end of Key Stage 1 is not improving fast enough. However, progress is improving in Key Stage 2, especially in mathematics where attainment is rising.
- The rate of progress is not consistent across all subjects but is better in mathematics at Key Stage 2, resulting in more pupils attaining higher standards at the end of Year 6 in this subject.
- Pupils start the school at the expected levels of skills, although they are lower in writing. The progress children make in the Early Years Foundation Stage has been variable but the majority of pupils reach average standards at the end of the Reception year with some exceeding this. This represents steady progress.
- Pupils' books show that pupils make variable rates of progress with some making good progress. Progress in lessons also reflects this inconsistency. In good lessons the pupils participate and progress well as a result of the teachers checking carefully how the pupils are learning.
- Over three quarters of the pupils passed the Year 1 phonics test and younger pupils show that they can apply their phonic knowledge (the sounds letters make) better than older ones. This reflects the positive changes in the teaching of reading and phonics. Pupils enjoy reading although they have a limited knowledge of authors.
- Pupils who are eligible for the pupil premium achieve as well as others in the school, but they are not yet doing as well as all pupils nationally.
- Most of the pupils who have disabilities and special educational needs make similar progress to other pupils with some doing better as a result of effective interventions and support.

The quality of teaching

requires improvement

- Teaching lacks consistency over time, with lessons observed ranging from those that required improvement to outstanding. There have been significant staff changes; this has brought improvements and the new leadership team has established higher expectations of consistent practice.
- Pupils of different abilities are not always given work that is set at the right level for them. Pupils commented that the best lessons are when the work is just hard enough and that they like to be challenged. In the lessons observed this was not always the case.
- There is a lack of consistency in the way teaching assistants are used in lessons. In some lessons they are not actively involved in supporting pupils all through the lesson to ensure that all pupils make good progress. In the best lessons, teaching assistants played an important part in supporting and challenging pupils' learning in every part of the lesson.
- Teachers are not always clear about how accurate they are when they judge what level the pupils are working at. This makes it difficult to carefully check how the pupils are developing their skills. They are improving these skills through training and working with other teachers in the Learning Partnership.
- Teachers use questions well in lessons to help the pupils develop their knowledge of what is being taught and also to get them to think more deeply about what they are learning. Where questioning skills are used well, pupils not only make good progress but also show more enthusiasm for their work.
- Pupils' work is marked regularly, often with positive comments, but marking which helps pupils understand what they need to do next or what would help them get even better is not seen consistently throughout the school. Where this works well pupils, themselves, can more easily comment on their own work and have a better understanding of what they can do to improve it.
- Teachers are more aware of the importance of making sure that their teaching is focused on all groups and are given support to make sure, for example, that both boys and girls make similar

progress in their lessons. The teaching of pupils who have special educational needs is very effective in intervention lessons, where staff show high expectations, resulting in a positive attitude to learning from the pupils and good progress.

The behaviour and safety of pupils are good

- Behaviour throughout the school is typically good. Pupils are well mannered and teachers and other adults in the school help them to behave well through a consistent approach to dealing with behaviour. It is not yet outstanding because in some lessons pupils do not always show an exemplary attitude to learning.
- Pupils' behaviour in lessons depends on how good the teaching is. When teachers make learning exciting pupils show a very positive attitude to learning and respond eagerly to challenges. For example, in the mathematics support group observed one boy reflected the enthusiasm of the others when faced with a challenging task by exclaiming, 'I am ready for this!'
- Pupils feel safe in school. One child commented, 'Teachers help you a lot.' Parents also say that their children are well looked and feel safe and happy in school.
- Bullying is rare and dealt with effectively when it does occur. The pupils can explain how bullying differs from bad behaviour and can talk about different types of bullying. Parents agree that the school deals effectively with bullying and that the school makes sure the pupils are well behaved.
- Pupils enjoy school and, as a result, attendance is above average.
- Pupils who attend the breakfast club are well behaved and are cared for well.

The leadership and management requires improvement

- Leaders know what needs to be improved, but actions have not been taken with enough urgency to ensure rapid improvement in pupils' achievement. Nevertheless, the changes the headteacher and other leaders have put in place in the last 18 months have led to clear improvements in the quality of teaching and pupils' progress, especially in mathematics in Key Stage 2. This demonstrates the school's capacity to continue to improve.
- The wider role of the deputy headteacher has strengthened leadership and leaders have introduced a more rigorous system for checking the quality of teaching, which has given them a better picture of strengths and weaknesses. As a result, support is provided for teachers through effective professional development. This has resulted in better teaching, particularly in mathematics.
- Expectations have not been high enough in the past about how much pupils can achieve. However, the new leadership team is ambitious for the school. Leaders have introduced more rigour in the way they check pupils' progress throughout the year to identify quickly any who may be falling behind and this has brought a renewed sense of urgency. Leaders of English and mathematics are not yet fully involved in strategies to improve pupils' progress in their subjects.
- The leadership of the Early Years Foundation Stage has changed since the previous inspection and the new leader has quickly got to know the children well. She has made several improvements, including developing stronger links with pre-schools and the children's centre, and is also working more closely with the Year 1 teacher. Children have made a good start this year, but it is too soon to see the full impact of these changes.
- Parents feel that the pupils are well taught and make good progress. This was not entirely borne out by the inspection findings. A very small minority of parents are concerned that they do not get enough information from the school, although there is an acknowledgement that changes to the school's website have helped.
- The school has no clear method of knowing to what extent the accelerating progress of pupils receiving pupil premium is closing the gap in relation to other pupils, or whether it is as a result of spending the money on subsidising school visits and access to swimming.

- Leaders recognised that they needed to change the curriculum so that pupils had more opportunities to apply the skills they are learning. The whole school topics now broaden the experiences of the pupils and include visits to places such as Bristol and experiences like the train journey for the younger pupils. These opportunities have had a positive impact on the quality of writing and also on the engagement of pupils.
- Pupils' spiritual, moral, social and cultural development is promoted well through the new curriculum, assemblies and in the daily interaction between pupils as seen in the lessons observed and around the school.
- The local authority provides light touch support for the school, focused on particular actions such as helping to improve teaching through shared lesson observations and providing advice.
- **The governance of the school:**
 - Governors are fully involved in school improvement and are getting more information on pupils' progress and teaching in the school. They are developing their skills of challenging leaders to improve teaching and learning and pupils' achievement, but acknowledge that this has been a recent change. The governing body oversees the spending of pupil premium money but does not yet link this into checking how it improves pupils' achievement. With the headteacher they have managed the budget well, removing a deficit situation and targeting spending on areas that need improving, such as buying resources to improve mathematics teaching. The governors, along with the headteacher, oversee the performance management of all staff and are beginning to monitor the link between how well staff perform and whether they move up the salary scale. They have been fully involved in the appointments of the new leadership team, recognising the need to strengthen leadership. The governing body ensures that all statutory requirements are met regarding safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123791
Local authority	Somerset
Inspection number	402198

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

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	209
Appropriate authority	The governing body.
Chair	Mr C. Cooke
Headteacher	Mr Mark Smith
Date of previous school inspection	23–24 June 2010
Telephone number	01823432582
Fax number	01823433605
Email address	office@bishopslydeard.somerset.sch.uk

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