

The Bishop Harvey Goodwin School (Church of England Voluntary Aided)

Harold Street, Carlisle, Cumbria, CA2 4HG

Inspection dates 30–31 January 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Children joining the Nursery class have skills that are generally much weaker than is usual for their age. They make excellent progress in the Nursery and Reception classes.
- During their time in school, pupils make good progress overall, often with a boost to progress as they near the end of Key Stage 2.
- National assessments at ages seven and 11 show a rising trend in standards. In Year 6, standards are similar to those found nationally.
- Pupils who have difficulties with learning and those known to be eligible for pupil premium funding make as much headway from their starting points as others.
- The great majority of lessons have good teaching and in some it is outstanding. No inadequate teaching was seen. Pupils' books are well marked.
- Pupils are proud of their school and keen to learn. They are considerate of one another and say that they feel safe and well looked after in school.
- The school is well led. Senior staff has high aspirations for the school and its pupils. They spare no effort in cultivating a harmonious atmosphere that reflects the school's Christian ideals. Teaching is generally managed firmly. The school is well governed.

It is not yet an outstanding school because

- Sometimes in lessons, teachers do not realise that more-able pupils could be moved on faster or that some weaker pupils are struggling. Very occasionally, pupils' attention can drift.
- Though teachers who share the teaching of classes generally liaise effectively, occasionally continuity could be better.
- While the monitoring of teaching is good, senior staff and the local authority are aware of the need to continue advice to teachers on ways to improve.

Information about this inspection

- Inspectors observed 23 lessons, and teaching was seen in all classrooms. Three lessons were joint observations with the headteacher. In addition, brief visits were made to several classrooms, and short sessions were observed with small groups for the development of reading and spelling.
- Meetings were held with three members of the governing body and with a representative of the local authority. Inspectors also held meetings with senior and middle leaders and a group of pupils.
- Inspectors observed the school's work and looked at a number of documents. These included pupils' work in the current year, data on pupils' achievements in national assessments, information on pupils' progress, the school's evaluation of its strengths and areas for development and its improvement plans. Records on provision for those pupils who need additional support, safeguarding procedures, behaviour and attendance were also examined.
- Inspectors took account of 27 responses to the online questionnaire (Parent View) and of the 29 questionnaires completed by staff.

Inspection team

Jim Bennetts, Lead inspector

Additional Inspector

Nina Heron

Additional Inspector

Derek Sleightholme

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The great majority of pupils are of White British heritage. There are few whose first language is not English and very few pupils are at an early stage of learning English.
- The proportion of pupils who are eligible for pupil premium (additional funding allocated for pupils in the care of the local authority, known to be eligible for free school meals or whose families are in the armed forces) is above average. In some year groups about half the pupils are eligible for this funding.
- The proportion of pupils whose learning needs are supported at school action is average.
- The proportion of pupils supported at school action plus, or with a statement of special educational needs, is above average.
- In some years, a higher than usual number of pupils have joined the school other than at the usual age. The school has some vacancies and, therefore, takes a significant number of pupils who are new to the area.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There are 11 classes, and four of them have pupils from two year groups. In about half the classrooms, teaching is shared between two teachers who work on different days of the week.
- The school has a before-school and after-school care club.

What does the school need to do to improve further?

- Raise achievement further through improvement of teaching by:
 - ensuring that teachers always plan and adapt lessons to take account of more-able pupils' need to move on and weaker pupils' need for support
 - on the rare occasions when pupils' attention wanes, having strategies to ensure their full concentration on activities
 - enhancing liaison between teachers who share the teaching of a class so that there is seamless continuity and progression, particularly with English and mathematics
 - refining and sharpening the impact of procedures for monitoring and developing teaching quality.

Inspection judgements

The achievement of pupils is good

- Children joining the Nursery class have standards that are well below those usual with children of their age. Many have very limited skills in talking. They make excellent progress in their first two years at school. They gain in maturity and can concentrate and interact with one another well. By the time they start Year 1, most now have standards approaching those found nationally.
- For younger pupils, effective strategies facilitate good progress in linking letters and sounds. Pupils make good progress with reading throughout the school. They enjoy reading books.
- Pupils make good progress during their time at the school and there is acceleration in progress in Years 5 and 6. Standards at the end of Year 2 have been rising for several years and the trend continues. Standards at this age in reading, writing and mathematics are now close to the national average. Standards in Year 6 are also rising. In 2012, Year 6 standards in reading, writing and mathematics were similar to the national average. School data show that with the present Year 6, the progress of a substantial number of pupils is set to exceed national expectations.
- Pupils generally make good and sometimes outstanding progress in lessons. Occasionally, more-able pupils who have mastered a learning point could be moved on faster to make more efficient use of time. Meanwhile, a few weaker pupils' progress is limited if they become 'stuck' on a task and do not get help quickly.
- The progress of pupils who are eligible for pupil premium funding, and others who are vulnerable because of their circumstances, is checked closely. Some join the school at ages and times of year other than those that are normal; in some cases there has been disruption to their learning. From their starting points, these pupils generally make as much progress as others. Data from test results in 2012 show that pupils eligible for pupil premium funding who had been at the school for a substantial time did as well as other pupils. In lessons, they can be seen to be involved well with activities and learning productively. Disabled pupils or those with special educational needs make good progress. Those joining the school whose home language is not English make rapid progress in response to close support from staff.
- Where the school identifies that some groups are at risk of doing less well than might be expected, there is well-planned support to increase their progress. For example, some older girls have been making less headway in mathematics than in English. Additional coaching in small groups is building their confidence and capabilities.

The quality of teaching is good

- In all lessons relationships are strong. Pupils are eager to learn and to please their teachers. They appreciate the interesting activities that teachers plan; they often find learning fun. They are almost always very attentive.
- The best lessons are characterised by brisk pace and exciting activities that are ideally matched to pupils' abilities. In a Reception class, a wealth of well-resourced activities, generally with a clear underlying focus on promoting talking, reading or writing, were greatly enjoyed throughout a morning. Children found plenty to say as they shovelled baked beans or made superman fly down from the sky. They were proud of tracing letters accurately in trays of glitter. Eventually, as each mastered the reading of 'their word for the day', they could jump across a blue wavy 'river', and go to lunch – so long as they could do it without getting feet wet!
- Teachers plan activities that generally differ a little for pupils of different abilities. These are usually well matched to pupils' capabilities and potential. Occasionally, more-able pupils continue with work of a kind that they have mastered. Also occasionally, a few weaker pupils are muddled and support is not immediately to hand. On rare occasions, a few pupils lose interest and are not

re-engaged quickly enough. In these circumstances, learning loses momentum.

- Teaching assistants often make an excellent contribution to pupils' learning. They understand the pupils' needs well and collaborate closely with teachers in planning lessons. They are skilled in explaining points and coaxing pupils' best efforts.
- Where two teachers share a class, they communicate with one another so that a lesson the following day can move on effectively from where things were left. In the main this works well. However, there was the occasional instance where some pupils were not sufficiently ready for the next day's activity because they had not had the necessary grounding to make sense of it. Progress can occasionally be uneven in a subject such as mathematics as one teacher picks up the baton from the other.
- The marking of pupils' books is often of impressive quality. Strengths in their work are noted and there is detailed advice for improvement. Pupils are required to correct their spelling mistakes and sums. Pupils value the exceptionally helpful marking. They know what standard they are working at and what the next steps are to raise the quality of their work.

The behaviour and safety of pupils are good

- Pupils enjoy school. They value the happy atmosphere and have every confidence that they will always be looked after well. They are considerate towards one another and courteous in their demeanour.
- They are knowledgeable about the way social websites function and are aware of the possible hazards. They say that everyone gets on well at school and that it is very rare for anyone to be unkind to others. They are confident that staff would deal effectively with any suggestion of bullying. They are sensible in deciding where they can safely go outside school, and how to keep themselves and one another safe. Older pupils take a mature approach to moving on to secondary school.
- In lessons, pupils almost always get on with work at a good pace and take pride in the presentation of their books. They are keen to know how well they are doing and how to improve. It is very rare for pupils to show signs of boredom.
- Pupils say that behaviour has improved in recent years, and staff agree. So too has attendance. In worship time, pupils in Years 3 and 4 gave a very effective presentation about the nature of relationships and dealing with frustrations. Pupils respond exceptionally well to the school's Christian ethos and the school makes every endeavour to foster a caring school community.

The leadership and management are good

- Senior staff have a clear vision for the school as a vibrant community, founded on Christian precepts, where all are ambitious for pupils' improvement – academically and in their personal development. This vision is shared and strongly supported by staff at all levels and the school increasingly has the support of parents in its work. Pupils of all backgrounds have equal opportunities for success and mutual respect is fundamental to the school's culture.
 - There are careful checks on pupils' progress. Arrangements to support pupils who are vulnerable because of their circumstances are well documented and improving outcomes, for instance with attendance, are carefully recorded.
 - Lessons and other aspects of teachers' work are monitored and targets are set for teachers that reflect monitoring and priorities for the school's development. Management of teaching, including staff training, has been effective in raising its quality from satisfactory at the last inspection to good. Senior staff know that the impetus in driving improvement must continue, and become yet more effective. The role of the numeracy coordinator is well established. The literacy coordinator has come more recently to the role and is developing approaches to promote
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improvement.

- The curriculum provides ample time for the usual subjects. Pupils' experience is enriched by excellent opportunities to meet visitors and make visits. During the inspection, pupils throughout the school were enthralled as an author talked about his work, and also as a personal development trainer encouraged them to believe in themselves. The 'piranha pool' that Y6 experienced on their residential visit will live in happy memory for years to come.
 - There is strong attention to pupils' spiritual, moral, social and cultural development. Messages about relationships, personal conduct and achievement feature strongly in display throughout the school. Extra activities outside normal hours add enjoyably to pupils' experience. The well managed before-school and after-school clubs provide pupils with a wholesome and relaxing social time.
 - The local authority has been attentive in its support. It has been particularly helpful in the evaluation of teaching and developing amongst senior staff the skills for improving it.
 - **The governance of the school:**
 - The school is well governed. Governors have tackled the large deficit which accumulated some years ago and the budget is now tightly managed. They are vigilant in ensuring that pupil premium funding is spent to good effect. Governors know the school well. They are suitably trained and are knowledgeable with regard to data on the school's performance. They ensure that requirements for safeguarding are fully met. Responsibilities are properly discharged with appraisal of the headteacher's work and oversight of arrangements for quality assurance of teachers' work and its link with pay. Governors attach major importance to ensuring that the school fulfils its mission as a Christian community.
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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	133727
Local authority	Cumbria
Inspection number	406550

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	293
Appropriate authority	The governing body
Chair	Canon Jim Hyslop
Headteacher	Mrs Sarah Nuttall
Date of previous school inspection	20 June 2011
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