

The Bishops' Church of England Primary School

Treninnick Hill, Newquay, TR7 2SR

Inspection dates 8–9 May 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils' behaviour is excellent. They are well mannered, try hard in lessons and are polite. Pupils are proud of their school, enjoy learning and feel safe.
- Teaching is good across the school including some that is outstanding. In the best lessons learning is carefully matched to each pupil's needs and because of this pupils make rapid progress and achievement is good.
- The school's Christian ethos has contributed effectively to an outstanding provision for pupils' social, moral, spiritual and cultural development.
- Strong leadership from the headteacher and assistant headteacher has ensured that teachers are rigorously held to account for pupils' progress. The school's detailed tracking system helps to identify pupils who are not making good progress. These pupils are given appropriate support. Consequently, pupils' progress is good.
- The governing body robustly holds the school to account and has contributed well to ensuring the school has maintained its good overall effectiveness since the previous inspection
- The school works hard to engage with parents and carers and involve them in their child's learning. As a result, parents and carers are unreservedly supportive of the school.

It is not yet an outstanding school because

- In a minority of lessons some activities planned for pupils are not challenging enough to ensure that they make better than expected progress.
- Teachers do not always check pupils' learning during lessons to ensure that effective progress is being made.

Information about this inspection

- Inspectors visited 19 lessons. Eight lessons were observed jointly with either the headteacher or assistant headteacher.
- The inspectors heard pupils read, examined pupils' work in their books, attended two assemblies and observed pupils' activities in the playground and in the dinner hall.
- Inspectors held discussions with pupils, the headteacher, assistant headteacher and other senior leaders, members of the governing body and a representative of the local authority.
- Inspectors examined a range of documents, including minutes of governors' meetings, the report the headteacher regularly provides for governors, a summary of the school's self-evaluation, the school improvement plan, documents showing how the quality of teaching is evaluated, the school's information on pupils' progress, teachers' plans and records relating to pupils' safety, behaviour and attendance.
- Inspectors spoke informally to parents and carers to seek their views about the school and analysed the views of 26 parents and carers through the Parent View website.
- The views expressed by 28 staff who returned a questionnaire were also considered.

Inspection team

Chris Chamberlain, Lead inspector

Additional Inspector

Helen Prince

Additional Inspector

Full report

Information about this school

- This is an average size primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for looked after children, pupils known to be eligible for free school meals and children of service families) is below average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is lower than the national average. The proportion supported through school action plus or with a statement of special educational needs is also lower than the national average.
- The large majority of pupils are from White British backgrounds.
- Pupils are educated on site. There is a privately run after-school club on the school site.
- The school is a member of The Newquay Learning Partnership, a group of 13 primary and two secondary schools. The headteacher is chair of the partnership.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching in the school so that a higher proportion of pupils make more than expected progress in every year group by:
 - having higher expectations of what pupils can achieve and will be able to do by the end of the lesson
 - ensuring all teachers regularly check pupils' progress in each lesson and adjust teaching plans if pupils are not progressing rapidly enough.

Inspection judgements

The achievement of pupils is good

- Pupils enter the Early Years Foundation Stage with below age-related expectations. Due to effective teaching and a range of intervention programmes which ensure equality of opportunity for all pupils, including a new programme for the teaching of phonics, pupils make good progress across this phase of the school.
- Inspection evidence and school tracking data show that good progress, especially in literacy and numeracy, continues to be made by pupils across the rest of the school.
- Despite a slight decline in attainment at the end of Year 6 in 2012 there is evidence from a scrutiny of pupils' work that due to good and sometimes outstanding teaching the current Year 6 pupils have made good progress and are on track to attain standards in line with national averages, similar to standards attained by pupils in the school in previous years.
- Disabled pupils and those with special educational needs as well as pupils of any ethnic heritage make good progress because of the good level of support they receive from additional adults in small groups or on an individual basis.
- Pupil premium funding is used well to fund a pastoral mentor and a teaching assistant to work with pupils from this group who require additional support. Because of this those pupils for whom the school receives pupil premium funding make good progress and there is no gap in attainment between them and other pupils.
- Pupils read widely and enjoy opportunities in school for debating their best author. Younger pupils are able to decode words by applying their strong phonic knowledge or by using contextual clues such as pictures. Pupils make good progress in reading across the school and by the end of Year 6, standards are in line with the national average.
- The proportion of pupils making more than expected progress in mathematics has compared very favourably with the national average for the last two years. Pupils have regular opportunities to apply their mathematical knowledge and skills to real-life situations. In the Year 3 class pupils were solving shopping problems and were able to successfully apply a wide range of methods to solve the problems learnt in previous sessions.
- Pupils' progress in phonics across the Early Years Foundation Stage and Key Stage 1 has improved due to the introduction of a published scheme for the teaching of phonics. School tracking data show that this year a higher proportion of pupils are on course to reach the standard in the Year 1 phonics screening check.

The quality of teaching is good

- Regular monitoring of the quality of teaching by the headteacher and senior staff, supported by other local headteachers and the School's Improvement Partner, has ensured that teaching is good across the school. There are some examples of consistently outstanding teaching, particularly of older pupils. This has resulted in improving rates of pupils' progress in these year groups. However, teachers need to consistently have high expectations of what pupils are capable of achieving and regularly check their progress in lessons.
- The best teaching is when pupils are consistently challenged to make accelerated progress in their learning. For example, in a mathematics lesson to a Year 6 class, the teacher evaluated the rate at which pupils were progressing during the lesson and changed several pupils' activities as they had understood one concept and were ready to be challenged with another.
- Very effective teaching was observed where teachers worked intensively with pupils grouped by similar ability. In one lesson in Year 6 the teacher worked with a group of pupils learning about applying fractions to problems of probability. The group had understood the task and were given a problem to solve by themselves. At this point the teacher moved to work with another ability group to move their learning forward. This approach enabled the teacher to focus the teaching

on the specific needs of each group and this enabled pupils to make outstanding progress during the session.

- The well-planned deployment of additional adults ensures that disabled pupils and those with special educational needs are able to make good progress. Teaching assistants work successfully with groups of pupils developing their knowledge and skills and ensuring a good rate of progress through skilful questioning, good relationships and high expectations of pupils' concentration.
- Nursery and Reception children benefit from stimulating indoor and outdoor learning environments which provide them with a wide range of opportunities to learn through investigation and play, supported by challenging questioning from adults. In one observed lesson this included pupils independently planting bedding plants in a garden area or being challenged to mix a wide variety of colours and paint sunflowers in the style of Van Gogh. One child independently counted 42 objects being used to cover a picture of a flower in the outdoor learning area.
- Marking is used well to support pupils' progress. The school's marking policy ensures that pupils are given advice on how to improve their work. Pupils are usually given the opportunity to read the teacher's comments and respond to them, ensuring that they know how they can make further progress.
- Teachers regularly share success criteria in lessons and this enables pupils to understand how to improve their work and so make additional progress. For example, pupils in Key Stage 2 readily compiled a list of success criteria before they began to write their own Cornish myths. This enabled all pupils to understand how to progress and produce a piece of high quality writing.
- Teachers and teaching assistants are involved in the delivery of the school's phonics programme enabling children in Reception and pupils in Years 1 and 2 to be set by ability and organised in small groups. School tracking data show that this approach has accelerated the rate at which pupils become secure in their phonic knowledge.

The behaviour and safety of pupils are outstanding

- Parents and carers, staff and pupils were unreservedly positive about the outstanding standard of pupils' behaviour in their feedback to the inspection team. Indeed, pupils are extremely well behaved. They are always polite and well mannered.
 - Pupils say that they feel safe in school and parents and carers agree with this. Pupils are well cared for by the adults in school. For example, the outdoor learning areas are secure and pupils fully understand the importance of e-safety. Pupils say that they can talk to adults easily if they need to and have a worry box in the library to communicate with adults about their concerns if they do not feel that they can talk directly to an adult.
 - The few behavioural issues that arise are dealt with very effectively by sharing them in assemblies led by the headteacher. Pupils and adults suggest solutions to problems and these are agreed as a whole school. Pupils said that this approach sorts out problems very successfully.
 - The Christian ethos which exists across the school underpins the high standards of pupils' behaviour observed during the inspection. The school ethos is enhanced by regular, well-planned assemblies which focus on themes such as creating the right atmosphere in school by pupils thinking before they act. During one assembly pupils were encouraged to pray out loud for things that they were grateful for. Many pupils voluntarily took part in this part of the assembly, taking it very seriously and pupils were sensible throughout.
 - Pupils work hard in their lessons. They cooperate with each other well and are keen to learn. Adults in school skilfully remind pupils of their high expectations for behaviour during lessons and pupils respond very positively. Excellent relationships exist between adults and pupils in school ensuring mutual respect and a positive climate for learning.
 - There have been no exclusions in school in the last three years. The headteacher and governing
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body have agreed that they will not exclude pupils but instead work with pupils to successfully integrate them into the school through support from the pastoral mentor and the cooperation from both pupils and other staff.

- School records show that there have been very few incidents of bullying or discrimination in the school during the last three years. Breaks and lunchtimes are well managed. Year 6 pupils successfully support Key Stage 1 pupils during wet lunchtimes. This successfully enhances the school's cooperative and caring ethos.
- Attendance is in line with the national average. The school engages effectively with families and because of this the level of persistent absentees has fallen over the last three years.

The leadership and management are good

- The headteacher is very ambitious for the school. Through detailed self-evaluation she has successfully identified the key issues facing the school. As a result of her leadership and management the school has maintained its good overall effectiveness since the previous inspection and clearly demonstrates the capacity to improve.
- The curriculum is broad and well organised, providing equal opportunities for all groups of pupils including those who are disabled or have special educational needs. It also provides pupils with outstanding spiritual, moral, social and cultural development. There are a wide range of opportunities for pupils to visit places of interest, such as Bodrifty Celtic Village, to stimulate learning. A local cartoonist visited the school recently to support pupils' work in art, history and geography. The school promotes a range of faiths and recently organised a Sikh workshop for Year 4 pupils. Part of their experience of a different culture involved pupils in the cooking of a potato curry.
- Staff and governors are encouraged to undertake training to support developments in school and support objectives identified through the performance management process. The returned staff questionnaires used as part of the inspection process showed that staff value the opportunities they have for further professional development.
- Feedback from parents and carers demonstrates that the school's communication with families is good and they feel closely involved with the school and their child's education. One parent commented: 'There are always improvements going on, we get to see them. We get lots of information on paper and online – which is really effective.'
- There is a strong sense of teamwork and shared accountability across the school. Performance management is used successfully to link the school development plan to staff training and to hold teachers to account for the progress pupils make in their class. Evidence seen during the inspection demonstrates that this process has been highly effective in continuing to improve the quality of teaching.
- Subject leaders are given time to monitor the quality of teaching and learning in their subject. They lead staff meetings, give colleagues feedback from observations and evaluate the impact of interventions by analysing pupil progress data.
- The local authority provides light touch support for this good school.
- The school's arrangements for the safeguarding of pupils meet statutory requirements.
- **The governance of the school:**
 - The governing body of this school is highly effective. The role of the governing body has been developed well since the last inspection. Governors support the school very well and know what is happening because they spend time in school. They regularly talk to pupils, staff and parents and carers so that they understand the views of stakeholders and can act on these views if the need arises. The governing body has a clear understanding about the most effective rates of pupils' progress. They know where the best teaching can be found in school and how the performance of staff links to increases in salary levels. Governors are involved in

setting performance management targets for the headteacher and link this closely to key areas in school development planning. Governors regularly undertake training based on an audit of their needs. For example, recent training has enabled governors to become more confident at asking well-informed questions, especially about pupil progress data and comparing it to similar data from other schools nationally. Governors have a thorough knowledge of the school budget. They evaluate the impact of interventions and understand the impact of recent pupil premium expenditure.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 112015 |
| Local authority | Cornwall |
| Inspection number | 411927 |

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

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| 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 | 246 |
| Appropriate authority | The governing body |
| Chair | Sharon Robinson |
| Headteacher | Joanne Osborne |
| Date of previous school inspection | 9–10 June 2010 |
| Telephone number | 01637 876317 |
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