

# Bishopspark School

Paderborn, BFPO22, Germany

## Inspection dates

15-17 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils achieve high standards in reading writing and mathematics by the end of Year 2. Most children make outstanding progress in the Early Years Foundation Stage and continue to make consistently good and often outstanding progress in Key Stage 1.
- Teaching is good. Most lessons are well planned and have a clear structure. This is especially true in the Early Years Foundation Stage and Key Stage 1.
- School routines, for example the impressive calm and purposeful start to the day throughout the school, contribute effectively to pupils' personal development and their learning.
- The new headteacher has made a very strong start. Working closely with experienced senior staff she is resolute and determined to build on the school's existing strengths to get the best possible outcomes for all pupils.
- Pupils enjoy school and their behaviour is consistently good and sometimes exemplary. Attendance has improved.
- The School Governance Committee is led well and plays an important role in challenging and supporting the senior leadership.

### It is not yet an outstanding school because

- Currently not all teaching is consistently good and too few lessons are outstanding.
- Pupils' learning in Years 3 and 4 is not always building securely on earlier achievements and this reduces their progress.
- The role of middle leaders, in rigorously checking that the school's approaches are having the best impact possible on pupils' progress, is not fully developed.

## Information about this inspection

- Inspectors observed 15 lessons or parts of lessons, many of which were undertaken jointly with the headteacher or deputy headteacher. Inspectors heard pupils read from Years 1 and 4.
- Meetings were held with two groups of pupils, teachers, senior and middle leaders, a group of parents from all year groups and a representative from Service Children's Education.
- There were too few responses on the parent view website to take into account. Inspectors considered 33 completed questionnaires from staff.
- A wide range of school documentation was scrutinised including information about safeguarding, pupils' progress and attainment, behaviour and attendance.
- Inspectors looked at pupils' books to gather information about the quality of teaching and pupils' progress over time.

## Inspection team

Daniel Towl, Lead inspector	Her Majesty's Inspector
Kekshan Salaria	Her Majesty's Inspector

# Full report

## Information about this school

- Bishopspark School is situated on the outskirts of the city of Paderborn. There are 327 pupils on roll. Nearly all come from British service families who are stationed in Germany usually for two to three years. Only a small proportion of pupils complete their primary education at the school.
- The majority of pupils are of White British backgrounds. Approximately one sixth of pupils is from a minority ethnic background.
- The proportion of pupils who speak English as an additional language is similar to the national average. The largest groups speak Fijian and Nepalese.
- A below average proportion of pupils has additional support through school action and school action plus.
- In the last year there have been several staff changes including the headteacher who took up post in the Summer Term 2013 after a period when there was an interim headteacher.
- The school has two Early Years Foundation Stage settings, one for the nursery children which is on the nearby base and one for reception age children on the main school site.

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

- Improve the quality of teaching, where it is not consistently good, so that all pupils make good progress in every lesson by:
  - matching work more effectively to pupils' needs
  - asking pupils challenging and probing questions
  - using teaching assistants fully to support pupils' learning
  - ensuring that all pupils complete enough high quality work in each lesson.
- Ensure leaders at all levels pursue improvements by:
  - rigorously and systematically checking all aspects of the school's work within their areas of responsibility
  - undertaking thorough analyses of all available performance data, including scrutiny of pupils' work and lesson observations, and create sharp targets for improvement where needed.
- Improve teachers' subject knowledge in mathematics.

## Inspection judgements

### The achievement of pupils

is good

- A key success of the school is the progress pupils make in their reading and writing especially in the Early Years Foundation Stage and Key Stage 1.
- The longer pupils stay at the school the better they do. Staff work hard and successfully to ensure that any gaps in learning, identified when pupils join the school mid-way through a year or key stage, are quickly closed.
- In general, children in the Early Years Foundation Stage join the school with skills and knowledge that are broadly typical for their age.
- Right from the start children develop the self-confidence to try activities, for example developing their spoken vocabulary, copying and writing their own words, playing together and testing out their physical prowess. They make outstanding progress and achieve extremely well. The majority exceed what is expected for their age by the end of the Reception Year. So, they are well equipped to take on the challenges and expectations at Key Stage 1.
- At Key Stage 1 pupils continue their good and sometimes outstanding progress especially in reading and writing. Skills are taught systematically based on successful methods that have been developed at the school over several years. However not enough attention is paid to ensuring that pupils' spelling is accurate, especially for those who find it more difficult.
- Recently, progress at Key Stage 2 has been more variable. This reflects several changes to staffing over the last two years and some inconsistencies in the quality of teaching. Senior leaders are well aware of this and are taking steps to ensure that pupils' progress is never less than good in all parts of the school.
- Pupils from Year 1 and Year 4 who read to the inspectors used their knowledge of letter sounds very effectively when they encountered unfamiliar words. The most able read with fluency, enjoyment and understanding.
- Pupils do well in mathematics though their progress is not as consistent as it is in English especially in Key Stage 2. Teachers' subject knowledge is not as strong in this area of curriculum.
- The learning of disabled pupils and those who find learning difficult, including those on school action and school action plus, is well supported. Their needs are identified rigorously. These pupils receive tailored personalised support and guidance in lessons, for example through the use of additional adults, to meet their needs. As a result, they make similar progress to other pupils.
- Pupils who are at the early stages of learning English, are monitored carefully and the school provides highly effective support following a precise diagnosis of their needs. They make good progress as do pupils from the different minority ethnic backgrounds.

### The quality of teaching

is good

- The quality of teaching over time is good. Senior leaders' own monitoring shows that some teaching is outstanding. Currently not all teaching is consistently good. This means that pupils' on-going progress in some lessons is not as good as it should be.
- The calm start to the day where pupils go to their classrooms straight away and start to work independently on a range of activities is impressive. This is an important facet of pupils' learning because they develop skills of independence and concentration on activities that mostly support the key skills of reading and writing. Teachers and teaching assistants use the time very effectively to the benefit of all pupils.
- Most teachers make clear what pupils will be learning in lessons. This helps pupils to check for themselves how well they are doing. All pupils have targets but their use is not thoroughly consistent in all classes.

- Where lessons are not as effective as the best in the school, teachers do not always: match tasks well enough to pupils' abilities; ask questions that draw out more complex responses and check thoroughly that all pupils are producing enough work.
- In a few lessons teachers do not expertly manage the organisation of pupils when, for example, moving from the 'carpet' to tables or when pupils are talking in pairs about their work. This can unnecessarily interrupt the lesson and limits pupils' learning.
- Resources are very carefully designed to motivate pupils and capture their interest in learning. In the Early Years Foundation Stage, the good focus on developing children's language skills through drama and role-play is effective, especially for those in the first stages of learning English as an additional language. For example, inspectors saw children animated and excited at brewing magic potions and gaining confidence in their ability to balance and climb in the new physical development room.
- The teaching of phonics (the link between letters and the sounds they make) has a high profile. Much is confident and assured, with excellent practical resources that provide helpful visual prompts for pupils. This is an improvement since last year. It has led to many more pupils gaining the levels expected in the phonics check at the end of Year 1.
- Reading and writing are taught exceptionally well in the Early Years Foundation Stage and in Years 1 and 2. Pupils throughout the school like the responsibility of changing their home reading books. This is having a very positive impact on developing their independence.
- The support provided by teaching assistants is variable in its effectiveness. In the best examples, teaching assistants play a valuable and active part in supporting learning by working with individual pupils or groups, improving communication and assessing the pupils' work. However, occasionally teaching assistants miss opportunities to ensure that pupils remain focused and learn effectively.

### **The behaviour and safety of pupils** are good

- Staff build good relationships with pupils, who learn effectively in a caring and supportive environment. The school community has an atmosphere of respect and order. The environment is attractive and stimulating. Displays celebrate pupils' achievements and effectively support their learning. Younger pupils said they loved reading and writing and enjoyed picking their own books.
- Pupils of all backgrounds and heritages get on well with each other.
- During whole school occasions, for example in assembly, behaviour is exemplary. Some pupils felt that sometimes playground behaviour was not as respectful as it should be.
- Pupils feel safe and those who spoke to inspectors did not express concerns about bullying of any sort. However, in discussion with inspectors they did not demonstrate a broad knowledge of issues about bullying. Pupils are aware that they have to be very careful when using the internet.
- The headteacher has taken a very robust approach to pupils' absence and been very successful in raising levels of attendance and reducing unauthorised absences. This has helped to minimise any negative impact on learning that may occur through the legitimate absences that occur following the deployment of parents to active service.
- When teaching is less engaging pupils let their usually good attitudes to learning slip and they become restless, uninterested and do not achieve enough.

### **The leadership and management** are good

- The new headteacher has made an excellent start and has quickly gained the measure of the school's strengths and weaknesses following a recent unsettled period of leadership and staffing.
- She has worked very closely with the deputy headteacher and other senior leaders to put appropriate plans in place to develop the successes already achieved over several years and to

move the school forward. She is ambitious to raise the quality of education even more, aiming to ensure that all aspects of the school's work are consistently 'good' or 'outstanding'.

- Increasingly staff are held to account for the quality of their work. Performance management targets are becoming more specific and rigorous. Middle leaders are taking a more active role in checking the quality of the school's work but not all such activities lead to 'crisp' and evaluative reports that can be used to set sharp short-term targets for improvement.
- The positive approach to promoting pupils' spiritual, moral, social and cultural development is a key factor in the school's overall success. The school's successful approach is to develop respect and high expectations within the whole community.
- The school has a large amount of assessment information about pupils' progress but it is not all easily usable to measure term-by-term progress. The headteacher is aware of this and is already changing the way information is presented to make it easier to interpret.
- All safeguarding requirements are met, as are all the welfare requirements for the Early Years Foundation Stage.
- The Early Years Foundation Stage manager is a strong and knowledgeable leader who brings about an extremely consistent high-quality approach across both of the school's settings. The result of this is that children do extremely well and achieve highly. Weaknesses identified at the last inspection have been put right.
- Pupils' learning is broad because they are taught a wide range of subjects and topics which interest them. As one young pupil said 'I like everything of *(about)* learning'.
- The school has excellent links with the nearby base. This adds depth to the range of activities pupils take part in, for example physical education. The links also add additional and expert support to promote the welfare of pupils.
- The small group of parents from all age groups were very supportive of the school and the headteacher.
- The school is well supported by a knowledgeable adviser from the Service Children's Education service. This ensures that the school's own evaluations are thoroughly moderated and senior leaders are suitably challenged to raise the achievements of pupils.
- **The governance of the school:**
  - The school governance committee is well led. It has increased its membership and strengthened its ability to provide a stronger challenge to school leaders. The chair of the committee is fully aware of what makes an effective governance committee. He has introduced some clear and practical activities that ensure that members collect 'first-hand' information about what the school is doing and the impact it is having on pupils' achievements. For example, recently governors evaluated the quality of a parents' curriculum afternoon. The governance committee has an action plan in which members have identified a number of activities that they can undertake to see how each part of the school improvement plan is working.

## 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

<b>Unique reference number</b>	132388
<b>Local authority</b>	Service Children's Education Service
<b>Inspection number</b>	427642

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

<b>Type of school</b>	First
<b>School category</b>	Service Children
<b>Age range of pupils</b>	3 - 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	327
<b>Appropriate authority</b>	Service Children's Education Service
<b>Chair</b>	Lt Col Richard Brown
<b>Headteacher</b>	Mrs Sam Daniels
<b>Date of previous school inspection</b>	30 June 2009
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