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4 April 2014

Mr Jim Cooke
The Headteacher
Bisham Church of England Primary School
Church Lane
Bisham
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Dear Mr Cooke

No formal designation monitoring inspection of Bisham CofE Primary School

Following my visit to your school on 2 April 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the school.

Evidence

Inspectors gathered a range of evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- scrutiny of documentary evidence
- discussions with leaders and staff.

Having considered all the evidence I am of the opinion that at this time behaviour and safety are good.

Context

Bisham Primary is smaller than the average-sized primary school. The proportions of pupils that are from minority ethnic backgrounds and those that speak English as an additional language are much lower than are found in most other schools. Very few pupils are known to be eligible for free school meals. The proportion of pupils that are supported at school action is almost double the national average. The proportion of pupils supported by school action plus or by a statement of special educational needs is slightly above the national average. Fewer pupils join or leave the school, other than at the usual transition times, than is typical. Staffing at the school is stable.

During the inspection the school ran a science day. Each teacher taught several different classes. Lunchtime routines were changed.

Behaviour and safety of pupils

Pupils' behaviour is good. Pupils are keen to learn and take pride in their work. School leaders have reviewed the school behaviour policy and received positive feedback from parents. The teachers' approach to managing behaviour is demonstrated by their expectation that pupils conduct themselves well. Pupils understand the school's procedures for rewarding good conduct. Similarly, pupils understand the consequences of any poor behaviour. They say that very rarely are lessons disrupted by poor behaviour. There have been no exclusions at the school during the last 29 years. Pupils' absence and persistent absence rates are slightly below national averages.

The school day starts in an orderly and civilised manner. Pupils arrive in good time, mainly with parents who escort their children to the classes. Staff are waiting to greet the pupils as they arrive. Parents say that they appreciate the way the start and end of the school day is managed. They like the opportunity to get to know the teachers. They say that this gives them confidence in how well the school cares for their children. Parents spoken to were overwhelmingly positive about pupils' behaviour in school. One parent commented on how proud she was of the pupils' behaviour when she accompanied a school trip. Other parents commented on their children's improved behaviour at home as a result of the school's work.

Pupils show respect to members of the school community, including the before- and after-school club leaders. Pupils attending a sports club listened attentively to the coach's clear instructions. Activities were well supervised and, as a result, all pupils enjoyed the session. The coach reported his pleasure in pupils' positive behaviour at a recent outside sporting event.

Older pupils regularly look after younger pupils. During the inspection, Key Stage 2 pupils collected children from the Reception class and escorted them to an assembly. During the assembly, older pupils modelled appropriate behaviour for their young 'friends'. The audience responded well to groups of pupils who sang with pride. Adults and pupils alike were enthralled.

In lessons, the relationships between pupils and adults are extremely positive. Pupils are treated with respect and courtesy. Teachers and additional adults use praise to encourage pupils' positive attitudes to learning. In a science lesson, the teacher praised the pupils for listening carefully to instructions. Consequently, pupils successfully experimented with different materials to make a parachute. Additional adults provide good role models for pupils, who follow their lead, for example tidying away equipment promptly when asked to do so. On isolated occasions, a few pupils become too boisterous. A different science lesson involved pupils finding out about pulse rates through physical activity. In this lesson, some pupils became over excited. The teacher did not intervene and advise pupils quickly enough about how to take part sensibly. As a result, a few pupils took a longer time to respond to the teacher's instructions.

Outside formal lesson times, playground activities are well supervised. There are plenty of opportunities for pupils to play safely with others. Adults are constantly on hand to remind pupils about what is meant by safe play and what is not. Leaders ensure a good level of staff supervision. This means that pupils enter the school in an orderly way at the end of playtimes.

At lunchtime, assistants model good manners. Pupils said 'please' and 'thank you' politely when being served their meal. Pupils ate their lunch in classes instead of in the dining room. Adults supervising created a pleasant atmosphere. For those pupils who prefer a quiet lunchtime, away from the normal routine, separate arrangements are also made.

Pupils feel safe in school. They are confident in the way that the school deals with their concerns. Pupils show a good understanding of how bullying behaviour affects others. They know that bullying is not limited to physical or verbal harm. They clearly understand that technology can be used to bully others. They know that teachers would challenge those who use derogatory language. Staff follow the procedures for recording any incidents of poor behaviour or accidents that may occur. Detailed records are kept. These include comments by staff on how a behaviour issue is resolved.

Priorities for further improvement

- Reduce the occasional incidents of overly boisterous behaviour by ensuring all teachers implement the school policy consistently.

I am copying this letter to the Director of Children's Services for Windsor and Maidenhead, the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Jane Neech

Her Majesty's Inspector