

# Bishop Ian Ramsey CofE Primary School

Manor Road, Medomsley, Consett, County Durham, DH8 6QN

**Inspection dates** 20–21 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The dedicated headteacher has ensured that the school has continued to improve since the last inspection.
- Senior leaders and highly competent governors have created a happy and successful team committed to their motto, 'we are here to love and learn'. They have continued to improve the quality of teaching and pupils' achievement.
- Overall attainment is at least above average in all subjects and all pupils achieve at least expected levels by Year 6, because of good teaching over time. In reading, the majority of pupils make progress that is above that expected for their age.
- Governors and staff are devoted to supporting pupils with disabilities and special educational needs. These pupils receive exceptional care and guidance to make excellent progress in all subjects.
- The behaviour of pupils is outstanding. They are friendly and polite to adults in school, show respect for one another and cooperate extremely well in classrooms and other areas.
- Pupils say bullying and misbehaviour are extremely rare; they feel extremely safe in school. In the forest area, pupils assess risks and dangers from a young age, helping them learn how to keep themselves safe.
- Parents praise the support provided in the Reception class where children achieve well because of attentive and caring staff who provide exciting learning opportunities. Children are very well prepared for their move in to Year 1.

### It is not yet an outstanding school because

- Teaching does not yet lead to outstanding progress for all groups of pupils across the school.
- Progress in writing, although good, is not as strong as in reading and mathematics.

## Information about this inspection

- Inspectors observed teaching and learning in 13 lessons or parts of lessons. One lesson was jointly observed with the headteacher.
- Meetings were held with school leaders and eight governors, including the Chair of the Governing Body and the vice-chair. The lead inspector also held a discussion with the school improvement partner.
- Inspectors met with pupils from Key Stage 2 and talked informally with other pupils during lessons, at lunchtimes and during break.
- Inspectors looked at the work pupils were doing in their lessons and reviewed the written work in pupils' books. The inspectors looked at reading records, listened to pupils read and talked to them about their enjoyment and experience of reading.
- Inspectors studied health and safety documentation and information that related to governance, behaviour and attendance. The school's systems for tracking pupils' progress were scrutinised and assessments discussed with staff. These included evidence presented by the school regarding the impact of pupils' mobility upon progress in Key Stage 2.
- Inspectors studied a range of other evidence, including school displays, the school's website and evidence of the school's wider achievements and awards.
- The inspection team took into account the views of 70 parents who responded to the online questionnaire (Parent View). They spoke with parents and took into account letters sent in to school by a small minority of parents. They also analysed the Ofsted questionnaire completed by school staff.

## Inspection team

Anne Humble, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

## Full report

### Information about this school

- Bishop Ian Ramsey Church of England School is a smaller than average sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is below average. The pupil premium is funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The number of pupils who start school at times other than the beginning of the Reception Year, and leave the school before the end of Year 6 is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils with disabilities and those who have special educational needs is above average.
- Pupils are now taught in seven classes from Reception to Year 6.
- The school has a full time Reception class. There is a pre-school on site but this is privately run and is not managed by the governing body. This provision is subject to a separate inspection and report.

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

- Raise pupils' achievement further, especially in writing, by:
  - increasing the proportion of pupils across all groups and classes who make sustained, rapid progress over time
  - developing current marking practices so that the marking by teachers in literacy books gives more precise pointers for improvement.
- Improve the overall quality of teaching from good to outstanding by:
  - using performance management systems even more effectively to promote outstanding teaching in all year groups
  - ensuring that the more rigorous targets planned for teachers' performance are quickly and fully implemented
  - allowing all staff to observe and learn from the very best practice that exists in the school.

## Inspection judgements

### The leadership and management are good

- The school is very well led by a highly experienced and dedicated headteacher who has developed a strong senior leadership team since the last inspection. They work together to inspire staff and strive to achieve the best for all pupils in the school. As a result, pupils' attainment and progress, their attendance and the quality of teaching over time are all good and continue to improve.
- Senior leaders evaluate the school's work with honesty and accuracy to gain a clear understanding of its strengths and areas for future improvement. They act decisively and systematically to introduce new initiatives which have a measurable impact upon pupils' achievement. An excellent example of this is the way in which pupils' reading skills have improved, especially in Key Stage 2.
- Middle leaders have contributed well to the development of the curriculum and have supported improvements in teaching, particularly in reading and phonics (letters and the sounds they make).
- Regular procedures are in place to check the quality of teaching through lesson observations and by monitoring work in pupils' books. Staff receive useful feedback from these evaluations to help them improve different aspects of their teaching. Recent discussions about marking in mathematics resulted in whole-school improvements so that pupils now respond more readily to teachers' comments using the school's new 'Now try this...' system.
- Information about pupils' progress is tracked carefully and is used effectively to set targets for teachers. The current system ensures that all pupils make at least good progress in reading, writing and mathematics. The headteacher has plans to develop this further so that more challenging targets are set that lead to outstanding progress for all groups of pupils.
- The school has developed a new curriculum which inspires pupils and provides exciting, imaginative themes to study. Whole-school projects motivate pupils and bring the school together. Most recently, this was evident in the First World War Remembrance theme. Displays around the school show how different classes poignantly explored this subject.
- Pupils' spiritual, moral, social and cultural development is a strength in the school's work. Pupils have many opportunities to reflect upon life from different viewpoints, such as in Year 6 when they produced persuasive arguments from different characters to try to influence Macbeth's decisions. Educational and residential visits off site allow pupils to experience the wider world beyond school and older pupils have visited France and Germany to widen their horizons. Pupils are very well prepared for life in modern Britain.
- The primary school sports funding has been used to promote a wide range of physical activity for all groups of pupils. This includes cheerleading and dance as well as many team sports. Governors and staff are committed to helping children learn to swim and pupils attend regular lessons from Year 2 upwards. Pupils enjoy the range of sports offered; it provides them with memorable moments, giving them a pride in their achievements. This was exemplified by the following quote from a piece of writing. 'I would put in the magic box, my golden karate trophy and the roar of the crowd.'
- Pupil premium funding has been used effectively over time to close or narrow any gaps that exist between the achievement of disadvantaged pupils and other pupils in the school and nationally. Currently, this is used most successfully in Key Stage 1 where these gaps are narrowing rapidly. The pupil premium has also helped to improve outcomes for disadvantaged pupils in reading at Key Stage 2.
- Parents are highly supportive of the school, praising the headteacher and staff for their vigilant care, guidance and support and pupils' excellent behaviour. A typical parental comment is, 'The headteacher encourages a community feel in school, is liked by parents and is a fantastic figurehead for our school. His hard work pays off as children are happy, well supported and careful to look after one another.'
- Provision for pupils with disabilities and those who have special educational needs is outstanding, driven by the committed leadership of the governing body and headteacher who are passionate about equality of opportunities for all. Highly-skilled teaching assistants and other support staff make a considerable contribution to the outstanding achievement of this group of pupils.
- Leaders have developed excellent partnerships with other schools, professionals and agencies. They appreciate the support received from the local authority, especially in providing training for teachers.
- **The governance of the school:**
  - The governing body is extremely supportive and committed to the school's continuous improvement. Since the last inspection, governors have successfully helped the headteacher ensure that the school has strong community links and they are keen to further develop these. Governors offer a range of skills and expertise to support the school. They are enthusiastic in helping senior leaders evaluate data on the school's performance. Governors visit the school regularly and are fully involved in evaluating the

school's strengths and areas for development, including the quality of teaching. The governing body ensures good value for money, using pupil premium and sports funding most effectively. The more experienced governors support new governors who are beginning to take up their responsibilities and are confident to challenge school leaders when required. Members of the governing body oversee performance management procedures to reward good teaching and tackle any underperformance if necessary. The school's safeguarding arrangements meet statutory requirements.

## The behaviour and safety of pupils

are outstanding

### Behaviour

- The behaviour of pupils is outstanding. They have a thirst for knowledge and are keen to try their best at all times. They respond quickly to suggestions and challenges set by their teachers. This was evident in one class where a group of pupils were using remote controlled cars whilst others were writing. Despite the excitement of the group working on information and communication technology (ICT), the group of boys who were writing were so keen to please their teacher they sustained their attention to produce some excellent writing.
- Pupils' conduct around school, in the playground, corridors and forest areas is exemplary. They are careful, peaceful and calm whenever needed but are also lively and imaginative when the time is right.
- All staff and adults in school are treated with equal respect by pupils of all ages. Strong relationships between staff and pupils underpin the outstanding behaviour seen. Support staff such as those who supervise lunchtime, breakfast club and out-of-school provision have formed trusting relationships and pupils respond positively to their questions and requests.
- Teachers plan learning tasks that involve high levels of cooperation and this means that pupils quickly learn skills that involve working with others or in a team. This was evident in mathematics where pupils worked in groups to solve problems. Pupils encouraged one another extremely well in this task but understood that each member of the team had their own part to play.
- Older pupils support younger children with their reading and this promotes solid relationships between pupils in different key stages.
- Pupils are always punctual at the start of the day and there is never any fuss when moving around school. This maturity in behaviour ensures that no learning time is lost and lessons always start promptly after breaks. There was no evidence of any low-level disruption during the inspection.
- Parents are highly positive about pupils' behaviour and commend the high level of care, guidance and support that pupils receive. The school uses a golden book to reward the very best behaviours in each class, every week. These accolades are shared with parents on the school's website, for example, pupils receive awards for attributes such as, 'wonderful listening skills, hardworking attitude and for being helpful to everyone.'
- Attendance has improved since the last inspection and continues to rise because of the school's efforts to promote the importance of regular attendance with different groups of parents. It is now above average.

### Safety

- The school's work to keep pupils safe and secure is outstanding. This is because all staff are vigilant in their care of pupils, who say that they feel very safe in school.
- Pupils understand the varied forms that bullying can take, but explain that it rarely happens at this school. They are confident that if any unkind behaviour was reported, then it would be dealt with promptly. They say that they are well cared for and can speak to their teachers if they have any concerns or worries.
- From the earliest age, pupils are taught about keeping themselves safe in different situations. This was typified in a small group session led by the deputy headteacher in the forest area. He taught some of the very youngest pupils in school how to assess the dangers and risks that they might come across while working in the forest. By the end of this session, they were able to spot many risks for themselves and could communicate them effectively. Older pupils can explain how to keep themselves safe on the internet and in many different situations outside school.
- Policies and procedures for behaviour and safety adequately meet all requirements and standards.

## The quality of teaching

is good

- The headteacher has ardently driven improvements in teaching since the last inspection and is keen to make it consistently outstanding in every class. He monitors and observes teaching across the school to

promote success. Staff value his incisive feedback. As a result, they willingly seek to improve outcomes for pupils and reflect thoughtfully on their own teaching. The headteacher acknowledges that more opportunities are now needed for teachers to learn from the outstanding practice that exists in the school.

- Teaching leads to pupils' good progress in all subjects. The lively curriculum offers many opportunities for pupils to use basic skills in different contexts, such as in Year 5 where pupils were inspired to research the question, 'Were the Vikings vicious?'
- Pupils say they enjoy coming to school and that their lessons are fun. All staff foster excellent relationships within the classroom so that teachers and assistants are valued and respected by pupils who try their best and work hard to improve. Staff set high expectations for pupils' learning and behaviour and choose exciting activities to engage pupils' interests. For example, Key Stage 1 pupils were very excited to find out if they could harness electricity from a potato.
- The outdoor environment and ICT are used particularly well to enhance pupils' learning, such as when pupils built their own Stone Age houses from natural materials in the forest and photographed the steps in the process to help them write instructions. Parents are delighted that their children have access to the forest area.
- Teachers have good subject knowledge that they use to plan effective lessons for pupils who have different needs and abilities. They pitch work at the right level to challenge pupils' thinking and offer timely support whenever it is needed. They frequently step in to ask questions that will deepen pupils' learning or encourage them to explain their strategies for solving problems. This was particularly evident in Year 2 where pupils learnt extremely well in mathematics because of the teacher's skilful promptings.
- Pupils with disabilities and those who have special educational needs are taught exceptionally well so that, by the time pupils leave Year 6, their attainment is on average well above that of this groups of pupils nationally. The 'can do' attitude of this group of pupils was summed up with the quote, 'I believe I can do anything you can do, it's just sometimes a little bit harder'.
- The teaching of reading is a strength of the school and a range of innovative strategies help all pupils make outstanding progress over time.
- In writing, progress for different groups of pupils fluctuates over time and teaching does not consistently lead to outstanding progress for all groups. However, teaching leads to overall good progress for all groups of pupils in writing, albeit not as strong as in reading and mathematics.
- Teachers devote considerable time to marking pupils' work regularly and in depth. In mathematics, this leads to very good improvements in pupils' learning because they respond to teachers' comments and practise or correct their first attempts. In writing, however, the success of marking is not yet as obvious and does not always lead to better outcomes in pupils' learning.

## The achievement of pupils is good

- A larger than average proportion of pupils enter Year 1 with skills above those typical for their age , although their skills in communication, literacy and mathematics are lower than in other areas of their learning. Pupils make overall good progress across Key Stage 1 but with outstanding achievement in Year 2.
- Pupils' achievement in the end of Year 1 screening check in phonics has been consistently above average. The majority of pupils achieved standards that were higher than average in 2014.
- Staff in Key Stage 2 build on secure foundations so that pupils continue to make good progress through Years 3 to 6. In particular, the teaching of reading in this key stage is a strength of the school and leads to outstanding progress overall. All Year 6 pupils in 2014 achieved at least expected progress in reading and half made better than expected progress.
- In 2014, Year 6 pupils attained above average in mathematics, reading, writing and English grammar, punctuation and spelling.
- Pupils who attained particularly well in the Key Stage 1 tests did not achieve as well as in their Key Stage 2 tests in 2014 as other groups of pupils. This was because none of these pupils attained Level 6 in the Year 6 tests. Observations of the attainment of the most able pupils during the inspection and scrutiny of the work in their books, shows that senior leaders have addressed this issue and currently, the most able pupils are making the same rates of progress from their starting points as other groups of pupils.
- The school uses pupil premium funding well to improve the progress of disadvantaged pupils. This group of pupils' attainment over the past three years has been getting closer to other pupils in the school and nationally by the end of Year 6 and they make good progress overall.
- The outstanding teaching of reading in Key Stage 2 has helped close the gap in attainment for disadvantaged pupils where their performance in 2014 tests showed that their attainment was in line with

other pupils nationally. In writing and mathematics, their attainment by the end of Year 6 was approximately one term behind other pupils nationally.

- In comparison to other pupils in school, the attainment of disadvantaged pupils was two and a half terms behind in mathematics, two terms behind in reading and two terms behind in writing in the 2014 Year 6 tests. However, from their different starting points, the progress made by disadvantaged pupils in Year 6 was even better than that of other pupils in the school and other pupils nationally. In addition, the gaps in attainment are narrowing.
- Governors and senior leaders rigorously ensure that pupils with disabilities and those who have special educational needs make outstanding progress that leads to them attaining much higher standards on average than this group of pupils nationally.

### The early years provision

is good

- The early years leader is highly experienced and dedicated to providing the best outcomes possible for the children in her care. She assesses their starting points carefully and evaluates the work of her team well, adapting their practice to meet the needs and interests of the children. This was evident when she adapted her plans because the children suggested writing letters to the Queen and the 'Fix-it Fairy' to help them solve problems they had identified in their classroom. Leadership and management in the early years is good.
- All staff provide exciting learning opportunities for the children so that they are enthusiastic and keen to learn. They sensitively organise activities so that children learn quickly, and staff involve themselves fully in children's play. Staff follow the children's lead and ask searching questions at just the right point to move their thinking forward. For example, when the children were learning about comets through active science investigations outside, the teacher's astute questioning helped one child to understand what makes ice melt.
- Teaching assistants effectively lead learning, inside and outdoors. They give clear explanations to teach children new skills, such as tying knots to make a five-point star from sticks found in the forest. Staff set high expectations so children know what is expected of them. They give detailed praise to highlight good examples of work and behaviour, celebrate success and provide good role models.
- The behaviour and safety of children in the Reception class are outstanding. Children are very keen to learn and enjoy setting their own challenges as well as meeting those set by staff. Health and safety is vigilantly maintained by all adults who ensure that children wash their hands before cooking activities and watch carefully as they move around the classroom. Staff actively teach children how to look after themselves, for example, when some children set themselves the target of building the highest ramp they could for their cars one was heard to say, 'careful not too high because it will not be safe and will fall down on someone.'
- Outstanding teaching in personal, social and emotional development is the basis for the excellent behaviour seen and in this area of learning, children make exceptional progress to reach standards well above those typically found before they move into Year 1.
- Children make good progress overall in the Reception class from their different starting points. The Reception teacher has improved arrangements for pupils when they first join the school so that they settle more quickly. She has analysed data effectively to introduce more activities that promote boys' writing and this has led to better progress being made for this group, this year. Children are well prepared for their move into Year 1 with a higher than average proportion having achieved a good level of development.



## 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>	114254
<b>Local authority</b>	Durham
<b>Inspection number</b>	448757

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Watts Stelling
<b>Headteacher</b>	Peter Boyle
<b>Date of previous school inspection</b>	24 September 2009
<b>Telephone number</b>	01207 560235
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