

Bishopstone Church of England Primary School

Bishopstone, Swindon, Wiltshire, SN6 8PW

Inspection dates 25–26 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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 headteacher's leadership is strong. She ensures that there is a clear focus on raising achievement. She is determined for all pupils to enjoy school and achieve well.
- The school is very small but leaders ensure that the pupils have a wide range of opportunities and experience.
- Good teaching ensures that pupils' progress in reading, writing and mathematics is good.
- Children join the school with starting points below those typical for their age. They make good progress in the early years. Working with older children prepares them well for success in their education as they move up classes.
- Pupils make good progress. By the time they leave Year 6, they exceed national standards in reading and writing and match them in mathematics.
- Parents say that the school provides a high quality experience for their children, both in their learning and in the care and guidance which they receive.
- Pupils behave well, are polite to adults and treat each other with respect. They know how to keep themselves safe and behave well in class and around the school.
- The school provides a remarkable range of opportunities, despite its small size. Pupils all learn a musical instrument and a foreign language; they acquire skills in computing and outside have the opportunity to enjoy an allotment and a woodland area.
- The links with the local community enhance pupils' experience. The village hall is used as a teaching and dining area and pupils participate enthusiastically in a range of community and church events.

It is not yet an outstanding school because

- The progress of some pupils in mathematics is not yet as strong as it is in reading and writing. Teachers do not always give pupils tasks to do that enable them to make good progress.
- Teachers' marking and feedback do not always help pupils to correct mistakes and to improve their progress.

Information about this inspection

- Learning in seven lessons and parts of lessons was observed, one jointly with the headteacher. Two of these lessons were taught by specialist staff from outside the school. Pupils were also seen working in small groups and individually with teachers and teaching assistants.
- The responses of 15 parents to the Parent View online questionnaire were reviewed and the inspector spoke informally to parents. The responses of eight staff to their questionnaire were also taken into account.
- The inspector met a group of pupils from different year groups, who showed him their work and talked about their learning and progress. Pupils from Years 2, 4 and 6 read to the inspector and talked about their reading.
- Pupils' work was examined in lessons and through a work scrutiny.
- Meetings were held with subject leaders, a group of staff, governors and a local authority representative.
- The inspector examined school self-evaluation documents and action plans, a range of policies and governors' minutes.
- The inspector gathered information from the school's website. Parents were asked about their own and their children's use of the site.
- Attendance records, logs of bullying and behaviour incidents were checked. The inspector looked at pupils' progress information and verified its validity with a local authority adviser.

Inspection team

John Worgan, Lead inspector

Additional Inspector

Full report

Information about this school

- Bishopstone is a well below average-sized primary school. Pupils are taught in mixed-age classes.
- Children in the early years are taught full time in a mixed-age class with Year 1 pupils.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This is additional government funding to support those pupils eligible for school meals and those looked after by the local authority.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs is below average.
- Links with the village community and the church are strong. The village hall is used for dining and physical education and the school has the use of an island in the adjacent lake which incorporates an allotment and a woodland area.
- The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve pupils' progress in mathematics by:
 - ensuring that pupils are given tasks which engage their interest and fully extend their skills
 - planning activities through which teachers and teaching assistants can support the progress of pupils of different abilities from their varying starting points.
- Improve the quality of marking and feedback by giving pupils detailed advice and examples to help them correct and improve their work.

Inspection judgements

The leadership and management are good

- The headteacher is well respected within the school and in the local community. Her high expectations are shared by governors, staff, pupils and parents.
- Leaders foster an ethos in which high standards of achievement and teaching are expected. Teachers set high standards of conduct and good behaviour is encouraged and rewarded.
- Staff and governors ensure that pupils' experience is not limited by the small size of the school. The school budget is used imaginatively to employ extra part-time staff and to provide a range of experience which benefits all pupils.
- The range of subjects is broad and balanced. It is supplemented by a range of effective teaching and educational experiences. Music and French are taught by experienced specialists. Information and communication technology is led by a teacher who works with a cluster of schools and has a passion for his subject, which is shared by the pupils. Through links with the community, the school has established a 'forest school' with a working allotment and a woodland area on an island in a lake close to the school.
- Accurate achievement information and thorough checks on pupils' progress lead to effective planning. The school's view of its effectiveness is of a high quality, accurately identifying strengths and weaknesses, leading to clear and achievable approaches for further improvement.
- Staff check that pupils make good progress towards their targets. Parents say that they are well informed about their children's progress. The school website gives them clear and detailed information about the topics which pupils study.
- Subject leaders are experienced and are committed to improving teaching and learning. Their work is effective. A part-time special needs coordinator works with the headteacher to ensure that pupils are well supported.
- The small numbers of pupils who are eligible for the pupil premium are well supported. Funds are used to enrich their experience and to ensure that they have the same opportunities as other children in the school.
- Pupils are well prepared for life in modern Britain. Basic skills of literacy and numeracy are well taught, ensuring that they are well prepared for their future education and participation in society. They participate fully in the life of the local community and an active school council ensures that they are introduced to ideas of democracy and finance.
- Leaders ensure that there is equal opportunity for all pupils and discrimination is not accepted. There is a strong Christian ethos but pupils learn about other faiths and are encouraged to respect others' views.
- The local authority regards Bishopstone as a school with minimal need for support but is aware that small schools cannot always provide all the training and expertise which they need and therefore helps the school when requested to do so.
- Parents are highly supportive of the school and of the ways in which the pupils' individual needs are met. The vast majority of parents who responded to Parent View were positive.
- Primary Sports funding is used effectively to extend the range of pupils' experiences in physical education and to employ coaches who work alongside teachers, developing their skills.
- Safeguarding and safer recruitment are taken seriously and procedures meet statutory requirements. Staff are well trained in safety matters and ensure that all pupils are safe and well cared for. Safeguarding procedures are followed carefully and pupils are kept safe at all times.
- **The governance of the school:**
 - Governors have a wide range of skills which support the school effectively.
 - Governors are fully involved in evaluating the school's effectiveness. They are aware of the quality of teaching and ensure that standards are carefully checked. They have a sound grasp of information on pupils' progress and the way in which this is used to set targets. They ensure that the management of teachers' performance is effective and that teachers are rewarded for teaching well. They are aware of procedures which need to be followed if teachers do not meet performance targets.
 - Governors take safeguarding seriously and see that policies are up to date and comprehensive. They ensure that policies are implemented effectively so that pupils are safe at all times. Three governors are trained in safer recruitment and one is always included in interview panels.

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

- The behaviour of pupils is good because pupils have respect for each other, for adults and have excellent attitudes to learning.
- In the early years provision, children develop positive attitudes to learning. Clear expectations and routines ensure that they settle quickly when they join the school. Children in Reception work harmoniously with those in Year 1, following their example of cooperation and responsible behaviour.
- In lessons, behaviour is good, although in discussion pupils say that learning is occasionally disturbed by poor behaviour. They acknowledge that teachers deal with this fairly and effectively.
- Teachers encourage pupils to listen and to learn from each other. Speaking and listening skills are well developed. In discussion with the inspector, pupils were articulate, putting forward their views confidently and clearly.
- Outside lessons, pupils behave well, showing consideration for each other. At break and lunchtime, pupils behave well and play together sensibly. The playground area is well equipped with a number of shelters, a range of toys and a music area with large wooden and metal xylophones.
- Pupils say that staff listen to them and take account of their views. The school council is active and is involved in decisions, for example in suggesting new clubs.
- Pupils say there is no discrimination and they learn about and respect other cultures.
- Most parents, in discussion and in Parent View, feel that standards of behaviour are high and are highly complimentary about the care and support which their children receive. A small minority of parents felt that some incidents had not been addressed quickly enough, while acknowledging that the school was providing well for their children's education.
- Attendance has improved and is now above the national average for primary schools.

Safety

- The school's work to keep pupils safe and secure is good.
- Staff are well trained in safeguarding procedures and carry out policies diligently.
- Bullying is rare. There are occasional minor incidents but the school deals with these swiftly and effectively. Pupils are confident that adults will help them when they have problems. They understand about different forms of bullying, say that there is no discrimination and have a good understanding of how to keep themselves safe when using the internet.
- Pupils behave safely, following staff instructions carefully, when moving between the school and the church hall and when visiting the 'forest school'.
- Staff and governors are trained in safer recruitment and follow best practice diligently.
- Pupils know how to keep themselves safe and behave safely. Visits from the police and fire service help them to understand public safety in the community.

The quality of teaching is good

- Pupils make good progress because good teaching helps them to achieve well. Teachers' expectations are high and they plan activities which stimulate pupils' interest and extend their skills in most subject areas.
- Writing skills are of a high standard. From the early years, pupils are encouraged to write well and their skills develop strongly throughout the school. Older pupils write confidently and extensively in a range of genres and across different subjects.
- Phonics (the sounds which letters make) is taught very well. In the early years, pupils quickly develop the skills to read well. Pupils enjoy reading and read well to inspectors, talking enthusiastically about the books they had read.
- The teaching of mathematics is good and improving. The school had identified aspects which could be improved, if all pupils are to reach their full potential. These include making sure that tasks are sufficiently interesting and engage all pupils. In discussion, some pupils said that they could make more rapid progress if they were given more challenging tasks. Occasionally pupils are not given work at the right level for them, so that it is either too easy or too difficult.
- Information technology is taught exceptionally well. In one lesson seen, Reception and Year 1 children were testing the conductivity of materials with a programme devised by their teacher which moved a cartoon duck when the electric current flowed.
- Specialist teachers are employed to teach music, art and French, and specialist coaches work alongside

class teachers in physical education. Teaching in these areas is of high quality and pupils greatly enjoy these lessons.

- Homework standards vary. Pupils read regularly and complete reading records, the younger ones with the help of parents. Some homework tasks are completed by computer using the school learning platform.
- Marking is thorough and pupils welcome teachers' recognition of their good work. Errors in spelling, grammar and punctuation are not corrected, however. Guidance on improving work is often general and is seldom followed up, although occasionally teachers give pupils specific advice and examples which help them to make the next steps in their learning.
- Teaching assistants play a key role in helping pupils to make good progress. This is particularly important in mixed-age classes, where pupils frequently work in age or ability groups. Teaching assistants are involved in planning lessons and pupils appreciate the help and support which they give them.

The achievement of pupils is good

- Pupils join the school with skills and abilities in all areas of experience which are below those typical for their age. They make good progress in reading and writing, exceeding national average standards by the end of Year 2. Standards in mathematics are less secure but are improving. When pupils leave the school at the end of Year 6, their performance is above average in reading and writing and average in mathematics.
- In the early years, progress in writing is impressive. This progress is sustained in Key Stages 1 and 2, where pupils' writing continues to improve. Pupils write confidently and extensively and say that they enjoy writing and are proud of their work.
- Achievement in reading is good. Good teaching of phonics establishes a sound base, and even younger and weaker readers are able to cope well when reading unfamiliar words. Weaker readers get individual help and support. Results in the national phonics check were below average in 2014 but, as with other aspects of the school data, small numbers of pupils can distort figures, and school assessment data show that results are on track to be better this year.
- Pupils achieve well in mathematics. Some pupils are not progressing as quickly in mathematics as in reading and writing, however. This is because they are not always given work which enables them to make good progress from their previous starting points. The school is aware of this and is reviewing its strategies for the teaching of mathematics to address this issue.
- A very small number of pupils in the school are eligible for the pupil premium. There are too few to comment on their attainment and progress without identifying them. Funding is used to enrich these pupils' experience and to ensure that they have the same opportunities as other pupils.
- The school caters well for disabled pupils and those who have special educational needs. All these pupils are making good progress from their various starting points because of high quality support. The education provided by the school meets their needs well and they play a full part in the wide range of activities available to all pupils.
- The most able pupils are making good progress. The school checks their progress carefully and ensures that they are given appropriately challenging and stimulating work, tailored to their particular aptitudes. The richness of the curriculum benefits these pupils and they are given opportunities to apply their skills, for example in writing a section of the village newspaper and in developing programming skills in the information and communication technology club.
- Although good overall, there are some variations in the performance of individuals and groups. The school is aware of these and works hard to close any gaps in attainment which exist. As numbers of pupils in any category are very small, the school's tracking system focuses on individuals and their needs. Leaders are aware that statistical analyses of performance are often distorted when numbers in any group are particularly small.

The early years provision is good

- The school has worked hard to remedy the deficiencies in early years education identified in the previous inspection report. Teaching is now of high quality. A new classroom area has been added which gives children the opportunity to work separately in groups. The outdoor area, although still small, is attractive and is well equipped.
- Good teaching ensures that children make good progress from their different starting points. Clear expectations and well-established routines enable them to develop the skills which they need in order to

learn and work together.

- Good planning and effective use of teaching assistants ensure that all children make good progress, working in smaller groups or as a whole class when appropriate. By the end of the Reception Year, children are well prepared for Year 1 work.
- Children have a wide range of opportunities to practise reading and writing. The teaching of phonics is well planned and is adapted to children's needs. In one session observed, the whole class greatly enjoyed a game in which boys and girls competed in reading letter sounds in a limited time. Year 1 pupils then worked enthusiastically with a teaching assistant, identifying 'tricky' words and vowels. Reception children successfully developed their writing skills by incorporating into words the letter sounds which they had heard.
- Relationships between children and adults are excellent and children feel safe and secure and enjoy working together. They behave well. Children are confident in asking for help when they need it.
- Links with parents are good. Parents spoke highly of the careful and considerate way in which their children's introduction to the school was managed. They play a full part in supporting their children's education. Reading records show that they read regularly with their children and the school website allows them to view their children's work and to see their progress.
- Children in the early years have access to the same breadth of activities as older children. They enjoy music lessons of a high standard. They are introduced to information technology and benefit from physical education delivered by specialist coaches.
- Leadership of the early years is good. The headteacher works closely with the early years teacher and ensures that assessment is accurate and teaching is well planned. The school's assessment information for the early years is accurate and has been endorsed by the local authority.

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	126300
Local authority	Swindon
Inspection number	448588

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	The governing body
Chair	Gill May
Headteacher	Emma Lindsay
Date of previous school inspection	18–19 November 2009
Telephone number	01793 790521
Email address	head@bishopstone.swindon.sch.uk

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